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introduction

RESEARCH IN EDUCATION is a monthly catalog, started in November 1966, which is designed to provide up-to-date information about educational research sponsored by the Bureau of Research, U.S. Office of Education. The catalog is designed to keep teachers, administrators, research specialists, others in the educational community and the public informed about the latest significant findings from educational research.

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organization of this catalog

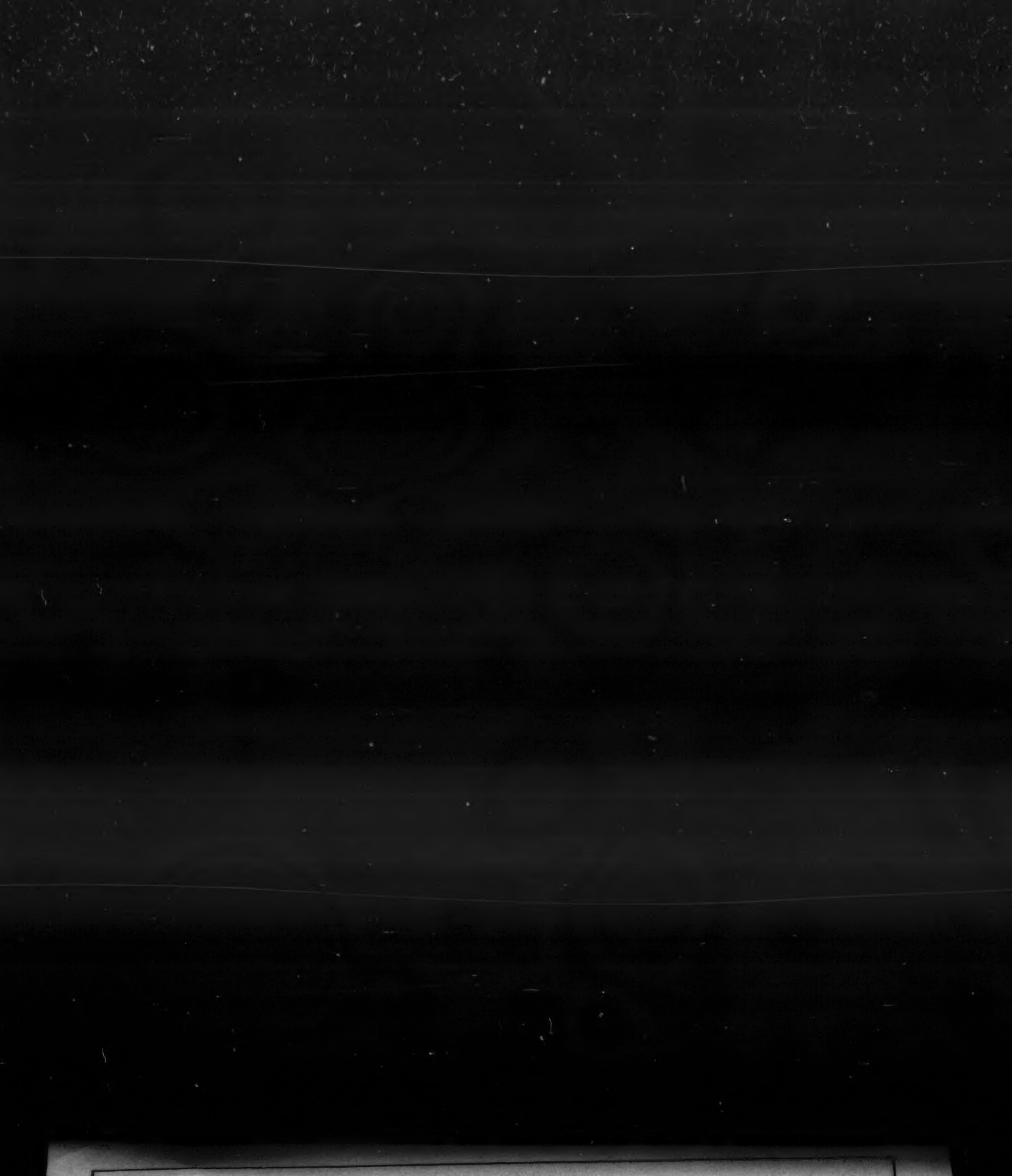
RESEARCH IN EDUCATION relies upon two basic formats--resumes and indexes--to serve the searcher and the browser. The resumes, which highlight the significance of each research report and project, are listed sequentially within separate sections for reports (ED prefixes) and projects (EP prefixes).

Although the reader can browse through the resumes, he will find pertinent information more quickly by first consulting the indexes that follow each resume section. The indexes cite:

Authors and investigators
Institutions responsible for the research
Subjects
USOE programs (legislation authorizing the research)
Contract and grant numbers

The indexes are keyed to the accession numbers so that every index entry refers the reader directly to the corresponding resume.

THE ACCESSION NUMBER IS THE KEY. CONSULT THE INDEXES FIRST.



REPORT
RESUMES

Accession Number--an identification number sequentially assigned to reports as they are processed.

Office of Education Program--a code for the legislative program which supported the research activity.

SAMPLE ENTRY

Title of the Research Report.

ED 000 000 24

A STUDY OF THE OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN.

Author(s)--the individual(s) who prepared the report.

BY- ASH, PHILIP

Institutional Source--the organization at which the report was originated.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

REPORT NUMBER CRP-234 PUB DATE 01-OCT-65

Publication Date--the date the report was published.

CONTRACT/GRANT OEC-6-12-01234-0033

Report Number--a number assigned by the report's originator.

EDRS PRICE MF-$.027 HC-$1.06 231 P

DESCRIPTORS- *AUDIOVISUAL AIDS, *CABINET-TYPE PROJECTOR, ACHIEVEMENT, EQUIPMENT, TEACHING METHODS, *VIEWING CONDITIONS, INSTRUCTIONAL FILM, TEACHING METHODS, FILMS,

Contract or Grant Number--contract numbers have OEC prefixes; grant numbers have OEG prefixes.

Informative Abstract--a condensation of the report in about 200 words. When applicable, it includes the purpose, procedure, results, and conclusions of the research activity.

AN EXPERIMENT WAS DESIGNED TO DISCOVER THE DIFFERENCES IN LEARNING THAT COULD BE ATTRIBUTED TO DIFFERENCES IN ROOM ILLUMINATION, VIEWING ANGLE, AND DISTANCE FROM THE SCREEN AS THEY RELATED TO THE CABINET-TYPE PROJECTOR. PARTICIPANTS WERE 721 NAVY TRAINEES. THEIR TASK CHOSEN WAS TO ASSEMBLE THE BREECH BLOCK OF AN ANTIAIRCRAFT GUN. ALTHOUGH MOST TRAINEES COULD NOT PERFORM THE TASK WITHOUT INSTRUCTION, THEY LEARNED THE ASSEMBLY IN A FEW MINUTES WITH AN APPROPRIATE FILM. HALF OF THEM SAW THE FILM UNDER DAYLIGHT ILLUMINATION CONDITIONS. THE OTHER HALF SAW THE FILM UNDER DARKENED ROOM CONDITIONS. A TEST WAS SET UP WITH 50 SEATING POSITIONS AT VARYING ANGLES OF VIEW AND AT VARYING DISTANCES FROM THE SCREEN. THE TRAINEES WERE TESTED AFTER THEY SAW THE FILM. PERFORMANCE WAS BETTER UNDER DAYLIGHT CONDITIONS IN THE OPTIMUM VIEWING AREA. OPTIMUM VIEWING WAS WITHIN 30 DEGREES OF THE CENTER LINE AND WITHIN 12 SCREEN WIDTHS OF THE SCREEN. THESE FACTORS SHOULD BE TAKEN INTO CONSIDERATION IN TRAINING SITUATIONS WHEN TRAINEES PRACTICE A SKILL DURING A FILM SHOWING. (CG)

EDRS Price--price of the document through the ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy.

Descriptors--the subject terms assigned by an indexer to characterize the substantive contents of a report. Only the major terms, preceded by an asterisk, are printed in the index.

Abstractor's initials.

ED 010 161 08

THE DEVELOPMENT OF A MASTER TEACHER TRAINING CURRICULUM FOR TEACHERS OF OCCUPATIONAL LEVEL TRAINING PROGRAMS, FINAL REPORT.

By- O'BRIAN, JOHN L. O'NEILL, JOHN J.
RUTGERS, THE STATE UNIV., GRADUATE SCHOOL OF ED.

REPORT NUMBER ERD-375-65 PUB DATE 31 MAY 66
REPORT NUMBER BR-5-0171
CONTRACT OEC-6-85-047
EDRS PRICE MF-$0.27 HC-$6.44 161P.

DESCRIPTORS- *COURSE ORGANIZATION, *CURRICULUM DEVELOPMENT, *DISADVANTAGED YOUTH, *INSERVICE TEACHER EDUCATION, *VOCATIONAL EDUCATION, CONSULTANTS, DEGREES (TITLES), GRADUATE STUDY, NEW BRUNSWICK, NEW JERSEY,

A CURRICULUM AND COURSE OF STUDY WERE DEVELOPED TO PROVIDE GRADUATE TRAINING FOR TEACHERS OF DISADVANTAGED YOUTH. AN INTERDISCIPLINARY COMMITTEE OF SPECIALISTS WAS ORGANIZED TO DEVELOP BACKGROUND MATERIALS AND TO EVALUATE AND REFINE THE WORK OF ITS MEMBERS. PRACTITIONERS WERE ALSO INVITED TO PREPARE PAPERS ON VARIOUS ASPECTS OF STUDENT-TEACHER NEEDS, SKILLS, AND CHARACTERISTICS. THE CURRICULUM WAS DESIGNED TO PROVIDE TEACHER TRAINING AT THE MASTER'S DEGREE LEVEL. IT WAS BASED ON A PROGRESSION FROM ORIENTATION TO CONCEPTUALIZATION, AND FROM EXPERIENCING TO INTEGRATION OF EXPERIENCES. INCLUDED WERE PRESENTATIONS ON (1) CURRICULUM, (2) ORIENTATION WORKSHOP, (3) SOCIAL PSYCHOLOGY OF THE DISADVANTAGED, (4) SEMINAR IN URBAN SOCIETY, (5) FIELD EXPERIENCE, (6) SEMINAR IN LEARNING, DEVELOPMENT, AND MEASUREMENT, (7) EDUCATIONAL PROCESSES FOR TEACHING THE DISADVANTAGED YOUTH, (8) EDUCATIONAL PRACTICUM FOR TEACHING DISADVANTAGED YOUTH, (9) SEMINAR ON PROFESSIONAL ISSUES, AND (10) INTEGRATING OPTION. RECOMMENDATIONS WERE THAT THOSE IMPLEMENTING THE PROGRAM BE COGNIZANT OF THE NEED TO DEVELOP ADEQUATE EVALUATION PROCEDURES. (RS)

ED 010 162 24

EFFECTS OF REDUCED LOADS AND INTENSIVE INSERVICE TRAINING UPON THE CLASSROOM BEHAVIOR OF BEGINNING ELEMENTARY TEACHERS.

By- HITE, F. HERBERT AND OTHERS
OFFICE OF STATE SUPT. OF PUBLIC INSTRUCTION

REPORT NUMBER CRP-2973 PUB DATE 66
WASHINGTON STATE UNIV., PULLMAN
REPORT NUMBER BR-5-0360
EDRS PRICE MF-$0.27 HC-$5.64 141P.

DESCRIPTORS- *BEGINNING TEACHERS, *EFFECTIVE TEACHING, *INSERVICE TEACHER EDUCATION, *TEACHER EVALUATION, *WORK EXPERIENCE PROGRAMS, BEHAVIOR DEVELOPMENT, ELEMENTARY SCHOOL TEACHERS, EXPERIMENTAL PROGRAMS, INSERVICE TEACHING, PULLMAN, TEACHER ATTITUDES, WASHINGTON,

A STUDY WAS MADE TO SEE WHETHER EXPERIMENTAL TREATMENTS INVOLVING REDUCED WORK LOADS AND INTENSIVE INSERVICE INSTRUCTION WOULD AFFECT THE PERFORMANCES AND ATTITUDES OF BEGINNING TEACHERS. IT WAS HOPED THAT THE STUDY DATA WOULD SHOW TO WHAT EXTENT AN INTERNSHIP PROGRAM FOR CAREER TEACHERS WOULD BE JUSTIFIED. THE EXPERIENCE IN THIS STUDY WITH THE APPRAISAL TECHNIQUES USED TO EVALUATE BEGINNING TEACHERS' PERFORMANCES SUGGESTS THAT EXPERIENCED TEACHERS CAN BE TRAINED TO USE AN OBSERVATION CHECKLIST AND ARRIVE AT A FAIR DEGREE OF AGREEMENT WITH OTHER SUCH TRAINED OBSERVERS. (LP)

ED 010 163 24

A STUDY OF ENGLISH PROGRAMS IN SELECTED HIGH SCHOOLS WHICH CONSISTENTLY EDUCATE OUTSTANDING STUDENTS IN ENGLISH.

By- SQUIRE, JAMES R. APPLEBEE, ROGER K.
UNIVERSITY OF ILLINOIS, URBANA

REPORT NUMBER CRP-1994 PUB DATE 66
REPORT NUMBER BR-5-0388
EDRS PRICE MF-$0.90 HC-$24.76 619P.

DESCRIPTORS- *CASE STUDIES (EDUCATION), *ENGLISH CURRICULUM, *ENGLISH INSTRUCTION, *PROGRAM EVALUATION, *SECONDARY EDUCATION, ENGLISH LITERATURE, ILLINOIS, URBANA,

BY IDENTIFYING AND STUDYING SECONDARY ENGLISH PROGRAMS WHICH WERE REPORTED TO BE OUTSTANDING, THE INVESTIGATORS SOUGHT TO IDENTIFY CHARACTERISTICS OF SUPERIOR PROGRAMS WHICH MIGHT BE EMULATED IN OTHER SCHOOLS. TO GUIDE STAFF MEMBERS IN PLANNING, 12 HYPOTHESES WERE FORMULATED. THE METHOD USED WAS A SERIES OF CASE STUDIES OF INDIVIDUAL ENGLISH PROGRAMS. STUDENT GROUPS WERE MATCHED, INSTRUMENTS CREATED FOR MEASUREMENT, AND OBSERVERS SELECTED AND PREPARED. THE FINDINGS PERTAINING TO THE 12 HYPOTHESES PROVIDED ONLY A PARTIAL SUMMARY OF THE OVERALL RESULTS. OTHER FINDINGS INDICATED THAT MANY OF THE PROGRAMS EVALUATED WERE FAR WEAKER THAN THEY SHOULD BE. (TC)

ED 010 164 24

EDUCATIONAL INNOVATIONS IN THE COMMUNITY.

By- AGGER, ROBERT E. GOLDSTEIN, MARSHALL N.
UNIVERSITY OF OREGON, EUGENE

REPORT NUMBER CRP-1759 PUB DATE 65
REPORT NUMBER BR-5-0353
CONTRACT OEC-3-10-039
EDRS PRICE MF-$0.54 HC-$14.28 357P.

DESCRIPTORS- *COMMUNITY ATTITUDES, *COMMUNITY SUPPORT, *INSTRUCTIONAL INNOVATION, *SCHOOL COMMUNITY RELATIONSHIPS, *SCHOOL ORIENTATION, EDUCATIONAL POLICY, EUGENE, INTERVIEWS, OREGON, PUBLIC SCHOOLS, SCHOOL SYSTEMS, SPRINGFIELD, SURVEYS,

THE SCHOOL POLITICS OF TWO COMMUNITIES WERE REPORTED. RANDOM-SAMPLE SURVEYS WERE CONDUCTED FOR BOTH THE SCHOOL DISTRICTS OF EUGENE AND SPRINGFIELD. INTERVIEWS WERE MADE WITH 703 RANDOMLY SELECTED ADULTS IN EUGENE AND 528 IN SPRINGFIELD. ATTITUDE OR ORIENTATION MEASUREMENTS WERE OBTAINED FOR VARIOUS ASPECTS OF THEIR PUBLIC SCHOOL SYSTEMS. THESE MEASURES WERE OBTAINED 4 YEARS LATER, AFTER THE NEW TECHNIQUES HAD BEEN INITIATED IN THE SCHOOL SYSTEMS. THE FINDINGS INDICATED BOTH PROGRAMS HAD A VISIBLE IMPACT UPON CITIZENS, BOTH IN THEIR CONVERSATION AND THEIR REGARD FOR THEIR SCHOOLS. (RS)

ED 010 165 24

A PREDICTIVE SCREENING TEST FOR CHILDREN WITH ARTICULATORY SPEECH DEFECTS.

By- VAN RIPER, CHARLES
WESTERN MICHIGAN UNIV., KALAMAZOO

REPORT NUMBER CRP-1538 PUB DATE 66
REPORT NUMBER BR-5-0399
EDRS PRICE MF-$0.18 HC-$3.00 79P.

DESCRIPTORS- *ARTICULATION (SPEECH), *PREDICTIVE MEASUREMENT, *SCREENING TESTS, *SPEECH HANDICAPS, *TEST CONSTRUCTION, ELEMENTARY SCHOOL STUDENTS, FIRST GRADE, KALAMAZOO, MICHIGAN, TEST VALIDITY,

THE CONSTRUCTION OF A TEST TO IDENTIFY DEFECTIVE ARTICULATION IN FIRST-GRADE CHILDREN WAS REPORTED. THE "EMPIRICAL SCALE DERIVATION METHOD" WAS SELECTED AS THE MOST APPROPRIATE TECHNIQUE TO SEEK TEST ITEMS FOR THE PREDICTION OF ARTICULATORY MATURATION. AFTER SELECTION AND REDUCTION TO 135 TEST ITEMS, AN EXPERIMENTAL ITEM POOL WAS ADMINISTERED TO 167 BEGINNING FIRST-GRADE CHILDREN. THESE SUBJECTS HAD BEEN DIAGNOSED TO HAVE FUNCTIONALLY DEFECTIVE ARTICULATION. REQUESTS WERE MADE THAT NONE OF THE SUBJECTS RECEIVE THERAPY DURING THE STUDY PERIOD. THE SUBJECTS WERE CLASSIFIED IN THE BEGINNING OF THE SECOND GRADE AS HAVING STILL DEFECTIVE OR NORMAL ARTICULATION. THIS WAS DONE ALSO AT THE THIRD-GRADE LEVEL WITH THOSE SUBJECTS STILL AVAILABLE. ITEM ANALYSES WERE PERFORMED TO IDENTIFY ITEMS WHICH DIFFERENTIATED THE GROUPS. A RESPONSE RECORD SHEET WAS INDIVIDUALLY SCORED WITH THE KEYS DERIVED EMPIRICALLY. THE RESULTANT FREQUENCY DISTRIBUTIONS OF SCORES WERE ANALYZED AND POSSIBLE CUT-OFF SCORES ESTABLISHED. (RS)

ED 010 166 24

RELATIONSHIP BETWEEN INSTRUCTIONAL CHANGE AND THE EXTENT TO WHICH SCHOOL ADMINISTRATORS AND TEACHERS AGREE ON THE LOCATION OF RESPONSIBILITIES FOR ADMINISTRATIVE DECISIONS.

BY- EYE, GLEN G. AND OTHERS

UNIVERSITY OF WISCONSIN, MADISON

REPORT NUMBER CRP-1913 PUB DATE 66

REPORT NUMBER BR-5-0443

EDRS PRICE MF-$0.36 HC-$10.16 254P.

DESCRIPTORS- *ADMINISTRATOR ATTITUDES, *DECISION MAKING SKILLS, *INSTRUCTIONAL INNOVATION, *SUPERVISORS, *TEACHERS, EDUCATIONAL CHANGES, MADISON, WISCONSIN,

THIS STUDY WAS BASED ON THE THESIS THAT THE EXTENT OF CONGRUENCE AMONG TEACHERS, ADMINISTRATORS, AND SUPERVISORS WAS RELATED, IN A POSITIVE MANNER AT AN APPRECIABLE LEVEL OF SIGNIFICANCE, TO THE INCIDENCE OF PLANNING FOR INSTRUCTIONAL CHANGE AND TO THE EXTENT OF THE IMPLEMENTATION OF THIS PLANNING. TEACHERS, ADMINISTRATORS, AND SUPERVISORS (N=6163) RESPONDED TO SUCH DECISION-POINT QUESTIONS AS (1) WHO MAKES THIS DECISION, (2) WHO ELSE PARTICIPATES IN MAKING THIS DECISION, AND (3) HOW DID YOU PARTICIPATE IN THIS DECISION. RESULTS INDICATED THAT THE RELATIONSHIP BETWEEN THE EXTENT OF CONGRUENCE IN STAFF PERCEPTIONS OF DECISION-POINT LOCATION WAS NOT SIGNIFICANTLY RELATED TO THE PRODUCTION OF CURRICULAR PLANS AND THE IMPLEMENTATION OF THESE PLANS. (LP)

ED 010 167 24

THE DEVELOPMENT OF A TAXONOMY FOR THE CLASSIFICATION OF TEACHER CLASSROOM BEHAVIOR.

BY- OPENSHAW, M. KARL AND OTHERS

OHIO STATE UNIV. RESEARCH FOUNDATION, COLUMBUS

REPORT NUMBER CRP-2286 PUB DATE 66

REPORT NUMBER BR-5-0630

EDRS PRICE MF-$0.36 HC-$8.92 223P.

DESCRIPTORS- *BEHAVIOR RATING SCALE, *CLASSROOM COMMUNICATION, *STUDENT TEACHER RELATIONSHIPS, *TAXONOMY, *TEACHER EVALUATION, COLUMBUS, OHIO, TEACHER CHARACTERISTICS,

AN ATTEMPT WAS MADE TO DEVELOP A TAXONOMY FROM A SYNTHESIS OF PREVIOUS APPROACHES TO THE DESCRIPTION AND CATEGORIZATION OF TEACHER CLASSROOM BEHAVIOR. INVESTIGATORS FOUND THAT THE VARIETY OF VIEWPOINTS COULD NOT BE SYNTHESIZED INTO ONE SINGLE SYSTEM. HOWEVER, SOME OF THE CATEGORIES, APPROACHES, AND CONCEPTUALIZATIONS FROM PREVIOUS EFFORTS PROVIDED INSIGHTS FROM WHICH A TAXONOMY WAS EVOLVED WHICH CAN BE USED FOR EMPIRICAL DESCRIPTION OF GROSS AND MIDDLE-RANGE LEVELS OF TEACHER BEHAVIOR. THE TAXONOMY AND RELATED PARADIGMS WERE EMPIRICALLY TESTED IN 30 OBSERVATIONS OF CLASSROOM BEHAVIOR RANGING FROM THE FIRST GRADE THROUGH A COLLEGE GRADUATE COURSE. THE TAXONOMY WAS SUBSEQUENTLY MODIFIED. VALIDATION OF THE FINAL TAXONOMY WAS CONDUCTED WITH FILMED SEQUENCES OF SPONTANEOUS CLASSROOM BEHAVIOR WHICH WERE EVALUATED AT TIMED INTERVALS, AS WELL AS WITH OBSERVATIONS OF LIVE CLASSROOM TEACHING. (JM)

ED 010 168 24

DEVELOPING PROCEDURES FOR THE INSERVICE EDUCATION OF SCHOOL ADMINISTRATION.

BY- EDMONDS, FRED AND OTHERS

UNIVERSITY OF KENTUCKY, COLL. OF EDUC., LEXINGTON

REPORT NUMBER CRP-E-026 PUB DATE 66

REPORT NUMBER BR-5-0640

EDRS PRICE MF-$0.27 HC-$6.76 169P.

DESCRIPTORS- *ADMINISTRATIVE PERSONNEL, *DEPRESSED AREAS (GEOGRAPHIC), *INSERVICE PROGRAMS, *RURAL SCHOOL SYSTEMS, *SCHOOL ADMINISTRATION, ADMINISTRATIVE PROBLEMS, ADMINISTRATOR ATTITUDES, APPALACHIA, COLLEGE PROGRAMS, CULTURALLY DISADVANTAGED, KENTUCKY, LEXINGTON, ON THE JOB TRAINING,

ON-THE-JOB INSERVICE EDUCATION FOR SCHOOL ADMINISTRATORS WAS INVESTIGATED IN FOUR RURAL, CULTURALLY DEPRIVED, AND ECONOMICALLY DEPRESSED SCHOOL DISTRICTS. THE INVESTIGATIONS CONSISTED OF A TEAM OF SPECIALISTS IN SCHOOL ADMINISTRATION, CURRICULUM, SUPERVISION, AND INSERVICE EDUCATION WORKING WITH TEAMS OF SCHOOL ADMINISTRATORS IN LOCAL SCHOOL DISTRICTS. ONE OBJECTIVE WAS TO DETERMINE THE EXTENT OF MODIFIED PERFORMANCE WHEN PARTICIPATING ADMINISTRATORS WERE HELPED (1) TO CONCEPTUALIZE THEIR ADMINISTRATIVE JOBS, (2) TO CLARIFY THEIR ADMINISTRATIVE ORGANIZATIONS, (3) TO IDENTIFY THEIR SCHOOL PROBLEMS, (4) TO FORMULATE SOLUTIONS FOR THEIR SCHOOL PROBLEMS, AND (5) TO EVALUATE CONSEQUENCES OF THEIR ADMINISTRATIVE PERFORMANCE. ANOTHER OBJECTIVE WAS TO EXPERIMENT WITH FIELD WORK AS A PART OF THE ADVANCED PREPARATION OF PROMISING YOUNG ADMINISTRATORS BY INCLUDING THEM AS MEMBERS OF THE COLLEGE INTERDISCIPLINARY TEAM. DATA ON THE CONCEPTS, PROCEDURES, PERFORMANCES, AND INSTRUCTIONAL PROGRAMS ASSOCIATED WITH 64 ADMINISTRATORS WERE COLLECTED BY QUESTIONNAIRES, Q-SORTS, AND STAFF OBSERVATIONS. RESULTS SHOWED THAT THE ADMINISTRATORS DID REFORMULATE THEIR JOB CONCEPTS, REDEFINE THEIR ROLES, AND MODIFY THEIR CONCEPTS OF THEIR SCHOOL'S ULTIMATE PURPOSES. (JM)

ED 010 169 24

RELATIONSHIPS BETWEEN HIGH SCHOOL GROUP STRUCTURES AND THE DEVELOPMENT OF ORIENTATIONS TOWARD PUBLIC AFFAIRS.

By- PINNER, FRANK A.
MICHIGAN STATE UNIV., EAST LANSING
REPORT NUMBER CRP-1412 PUB DATE 15 AUG 66
REPORT NUMBER BR-5-0524
CONTRACT OEC-2-10-040
EDRS PRICE MF-$0.54 HC-$13,84 346P.

DESCRIPTORS- *GROUP DYNAMICS, *HIGH SCHOOL STUDENTS, *MEASUREMENT INSTRUMENTS, *PUBLIC OPINION, *ROLE CONFLICTS, EAST LANSING, MICHIGAN, POLITICAL ISSUES, SOCIAL ATTITUDES,

A SOCIAL STRATA STUDY WAS MADE OF SELECTED HIGH SCHOOLS. THE INSTRUMENTS, METHODS OF CLIQUE AND CROWD DETECTION, AND THE STRUCTURE OF PARTICIPATION WERE ALL REPORTED. EMPIRICAL EXPLORATIONS INCLUDED CULTURAL AND POLITICAL ORIENTATIONS, SOCIAL PARTICIPATION, AND POLITICAL ORIENTATIONS. THE STUDY WAS CONDUCTED PRIMARILY FOR THE PURPOSE OF DEVELOPING INSTRUMENTS AND TESTING IDEAS. HOWEVER, CONCLUSIONS WERE PRESENTED ON THE SUBSTANTIVE FINDINGS. AN IMPORTANT FINDING INDICATED THE RELATIVE ISOLATION OF MANY STUDENTS FROM THE SCHOOL AS A COMMUNITY. FUTURE STUDIES WERE SUGGESTED TO DESIGN INSTRUMENTS FOR MEASURING THE RELATIONSHIPS BETWEEN SOCIAL PARTICIPATION AND ORIENTATION TOWARD PUBLIC AFFAIRS. (RS)

ED 010 170 24
HOW ELEMENTARY SCHOOL CHILDREN RESOLVE EXPERIMENTALLY PRODUCED CONFLICTS IN THINKING.
By- PALMER, EDWARD L.
FLORIDA STATE UNIV., TALLAHASSEE
REPORT NUMBER CRP-3216 PUB DATE AUG 66
REPORT NUMBER BR-5-0548
EDRS PRICE MF-$0.18 HC-$3.08 77P.

DESCRIPTORS- *COGNITIVE ABILITY, *COGNITIVE PROCESSES, *CONCEPT FORMATION, *INSTRUCTIONAL TECHNOLOGY, *THOUGHT PROCESSES, COGNITIVE DEVELOPMENT, CRITICAL THINKING, ELEMENTARY SCHOOL STUDENTS, FLORIDA, IMAGINATION, LEARNING EXPERIENCES, LEARNING PROCESSES, REMEDIAL INSTRUCTION, TALLAHASSEE,

AN INVESTIGATION WAS UNDERTAKEN TO EXPLORE THE INSTRUCTIONAL IMPLICATIONS OF JEAN PIAGET'S POSITION ON EQUILIBRATION. ONE PURPOSE WAS TO TEST THE GENERAL HYPOTHESIS THAT THE MISCONCEPTIONS OF CHILDREN, WHEN DISPLACED BY EVIDENCE CONTRARY TO THE MISCONCEPTIONS, GIVE RISE TO COGNITIVE CONFLICTS. THE RESULTS, IN GENERAL, CONFIRM THIS HYPOTHESIS. A SECOND PURPOSE WAS TO EXPLORE THE MEANS BY WHICH COGNITIVE CONFLICTS ARE PRODUCED. IN THIS REGARD, EMPHASIS WAS ON TECHNIQUES READILY ADAPTABLE TO THE INSTRUCTIONAL SITUATION. FEIGNED SURPRISE WAS SUCH TECHNIQUE WHICH PROVED EFFECTIVE. ONE OF THE MORE STRIKING OUTCOMES OF THE STUDY WAS THE EXTENT TO WHICH BOYS OUTPERFORMED GIRLS IN CONSTRUCTIVELY RESOLVING COGNITIVE CONFLICTS. A SECOND PHASE OF THE STUDY WAS LARGELY EXPLORATORY. IT FOCUSED ON THE IDENTIFICATION OF NONCONSTRUCTIVE FORMS OF CONFLICT RESOLUTION AMONG CHILDREN. (JC)

ED 010 171 24
FIRST-GRADE READING INSTRUCTION.
By- ROBINSON, H. E.
ASHEVILLE CITY SCHOOLS, N. C.
REPORT NUMBER CRP-2874 PUB DATE 66
REPORT NUMBER BR-5-0554
EDRS PRICE MF-$0.09 HC-$1.88 47P.

DESCRIPTORS- *NONGRADED CLASSES, *PRESCHOOL PROGRAMS, *READING ACHIEVEMENT, *READING PROGRAM, ASHEVILLE, BASAL READING, FIRST GRADE, HEAD START, METROPOLITAN READINESS TEST, NORTH CAROLINA, READING READINESS,

THE MAJOR OBJECTIVE OF THIS STUDY WAS TO TEST THE NULL HYPOTHESIS THAT THERE WOULD BE NO SIGNIFICANT DIFFERENCES IN THE CHANGE IN READING ACHIEVEMENT LEVEL OF SEVERAL VARIED GROUPS OF PUPILS. THE MEASURE OF READING ACHIEVEMENT WAS THE METROPOLITAN READINESS TEST. THE MINIMUM ACCEPTABLE CONFIDENCE LEVEL WAS .05. SEVERAL CONCLUSIONS WERE REACHED. FIRST, WHEN CONTINUOUS PROGRESS PROGRAM PUPILS WHO WERE TAUGHT BY TEACHERS WHO HAD FORMAL TRAINING WITHIN THE LAST 5 YEARS WERE COMPARED WITH PUPILS IN THE SAME PROGRAM WHO WERE TAUGHT BY TEACHERS WITHOUT FORMAL TRAINING WITHIN THE PAST 5 YEARS, NO SIGNIFICANT DIFFERENCES APPEARED. SECONDLY, UNDER THIS SITUATION, HEAD START PROGRAM PUPILS WERE ABLE TO COMPETE EQUALLY WITH OTHER FIRST GRADERS. (LP)

ED 010 172 56
THE EFFECTS OF PACING ON PROGRAMED LEARNING UNDER SEVERAL ADMINISTRATIVE CONDITIONS.
By- KRESS, GERALD C., JR.
AMERICAN INSTITUTES FOR RES.IN BEHAVIORAL SCIENCES
REPORT NUMBER NDEA-VIIA-1314 PUB DATE MAY 66
REPORT NUMBER BR-5-0722
REPORT NUMBER AIR-E-54-5-66-FR
GRANT OEG-7-48-7670-262
EDRS PRICE MF-$0.18 HC-$4.96 124P.

DESCRIPTORS- *HIGH ACHIEVERS, *LOW ACHIEVERS, *PACING, *PROGRAMED INSTRUCTION, *PROGRAMING, FIXED SEQUENCE, PENNSYLVANIA, PITTSBURGH, PROGRAMING PROBLEMS, SELF PACING MACHINES, SIXTH GRADE, TWELFTH GRADE,

THE GENERAL PURPOSE OF THIS STUDY WAS TO EVALUATE THE EFFICACY OF PERMITTING SIXTH- AND TWELFTH-GRADE STUDENTS TO ADOPT THEIR OWN WORK RATES DURING PROGRAMED INSTRUCTION. SPECIFIC COMPARISONS WERE MADE BETWEEN LOW- AND HIGH-ABILITY STUDENTS WORKING (1) UNDER SELF-PACED VERSUS FIXED-PACED CONDITIONS AND (2) IN GROUP SETTINGS VERSUS ISOLATED SETTINGS. AT BOTH GRADE LEVELS, THE HIGH-ABILITY STUDENTS PERFORMED SUPERIOR TO LOW-ABILITY STUDENTS. GROUP SETTINGS LED TO SLOWER, SELF-ADOPTED WORK RATES AND LOWER PROGRAM ERROR RATES THAN DID THE ISOLATED SETTINGS. HOWEVER, SETTING HAD NO RELIABLE EFFECT ON POST-TEST OR RETENTION SCORES. THE SELF-ADOPTED WORK RATES WERE HIGHLY STABLE ON TWO PROGRAMS. IT WAS CONCLUDED THAT THE ASSUMPTIONS UNDERLYING THE ADMINISTRATIVE STRATEGY CALL FOR SELF-PACING BECOME BETTER JUSTIFIED AT HIGHER GRADE LEVELS. TWELFTH-GRADERS ADOPTED WORK RATES WHICH CORRESPONDED CLOSELY WITH THEIR ABILITY. SIXTH GRADERS, HOWEVER, ADOPTED WORK RATES WHICH DID NOT CORRESPOND WELL WITH THEIR ABILITY AND WHICH OFTEN WERE EITHER TOO FAST OR TOO SLOW TO PERMIT EFFICIENT LEARNING. REMEDIAL COURSES OF ACTION WERE SUGGESTED. IT WAS RECOMMENDED THAT FUTURE RESEARCH BE DIRECTED TOWARD DETERMINING THE GENERALITY OF UNDERACHIEVEMENT RESULTING FROM MALADAPTIVE SELF-PACING STYLES, AND TOWARD DEVELOPING TECHNIQUES TO

REMEDY SUCH STYLES. (JC)

ED 010 173 24
SOCIOLOGICAL AND EDUCATIONAL FACTORS IN THE ETIOLOGY OF JUVENILE DELINQUENCY.
BY- DIAMOND, JAMES AND OTHERS
SYRACUSE UNIV., N. Y.
REPORT NUMBER CRP-179 PUB DATE JUL 66
REPORT NUMBER BR-5-0732
EDRS PRICE MF-$0.18 HC-$4.36 109P.

DESCRIPTORS- *DELINQUENT BEHAVIOR, *DELINQUENT IDENTIFICATION, *INTERPERSONAL PROBLEMS, *JUNIOR HIGH SCHOOL ROLE, *PARENT INFLUENCE, ACTIVITIES INDEX, BEHAVIOR PATTERNS, BEHAVIOR THEORIES, BEHAVIORAL SCIENCE RESEARCH, COMPARATIVE ANALYSIS, NEW YORK, QUESTIONNAIRES, SOCIAL ATTITUDES, SYRACUSE,

AN EXAMINATION WAS MADE OF THE VARIOUS PATTERNS OF INTERPERSONAL BEHAVIOR OF YOUTHS WHICH DISTINGUISH DELINQUENTS FROM NONDELINQUENTS. THREE GROUPS WERE EMPLOYED IN THIS STUDY. GROUP ONE CONSISTED OF IDENTIFIED DELINQUENTS. GROUP TWO CONSISTED OF UNBEARABLE YOUNGSTERS AS DETERMINED BY THE TEACHER. GROUP THREE CONSISTED OF A MATCHED CONTROL GROUP. THE SUBJECTS WERE SELECTED FROM THE LOCAL JUNIOR HIGH SCHOOLS. THE RANGE OF DATA AND RESPONSES VARIED BETWEEN 135 TO 168 SUBJECTS. THE ACTIVITIES INDEX WAS ADMINISTERED TO ALL SUBJECTS. INFORMATION WAS ALSO OBTAINED FROM QUESTIONNAIRES SENT TO THE TEACHERS, INTERVIEWS WITH THE PARENTS, AND THE SUBJECTS' "LIFE CARDS." ANALYSES OF DATA WERE MADE USING CHI-SQUARE PROCEDURES. THE GENERAL FINDINGS SUGGESTED THAT DELINQUENT AND UNBEARABLE SUBJECTS WERE NOT THE SAME. ALSO THE DISTANCE BETWEEN THE DELINQUENT AND THE PARENT INDICATED THE HOSTILITY WAS DIRECTED AGAINST THE ENTIRE SOCIETY AND NOT JUST THE SCHOOLS. FURTHER INVESTIGATION WAS SUGGESTED ON THE RESPONSE OF THE TEACHERS TO SUCH BEHAVIOR AND THE DIFFERENCES IN HANDLING THE DELINQUENT AND UNBEARABLE-TYPE STUDENTS. (RS)

ED 010 174 24
EFFECTS OF GENERALIZING IN LEARNING.
BY- BILODEAU, INA M.
TULANE UNIV. OF LOUISIANA, NEW ORLEANS
REPORT NUMBER CRP-1910 PUB DATE 66
REPORT NUMBER BR-5-0780
EDRS PRICE MF-$0.18 HC-$3.68 92P.

DESCRIPTORS- *COLLEGE STUDENTS, *LEARNING EXPERIENCES, *STIMULUS BEHAVIOR, *STIMULUS DEVICES, *TRANSFER OF TRAINING, COMPARATIVE ANALYSIS, LOUISIANA, MALE, NEW ORLEANS, REINFORCEMENT, TRAINING,

A SYSTEMATIC STUDY OF GENERALIZATION AS A MAJOR MECHANISM OF TRANSFER OF TRAINING WAS CONDUCTED. A NUMBER OF SPECIFIC HYPOTHESES WERE TESTED TO MEASURE THE FORM OF GRADIENTS OF GENERALIZATION IN TRANSFER OF TRAINING, EXTINCTION, AND RELEARNING TESTS. THE SUBJECTS CONSISTED OF 480 MALE COLLEGE STUDENTS WHO WERE TOLD TO RESPOND TO THE SECOND OF A PAIR OF STIMULI. TRAINING AND RELEARNING CONSISTED OF REPEATED PRESENTATIONS OF THE STIMULI. EXTINCTION AND TRANSFER OF TRAINING TESTS USED A COMMON, CENTRAL VALUE FOR THE GENERALIZED STIMULUS IN ALL GROUPS. SUBJECTS RETURNED TO THE ORIGINAL STIMULUS VALUE USED IN TRAINING. FOUR EXPERIMENTS WERE INCLUDED IN THE EXPERIMENTAL DESIGN. EXPERIMENTS ONE AND TWO USED TRANSFER OF TRAINING PROCEDURES AND A SIMPLE, SINGLE VARIABLE DESIGN WITH AN OUTSIDE CONTROL GROUP. EXPERIMENT THREE USED AN EXTINCTION TEST OF GENERALIZATION. EXPERIMENT FOUR USED THE SUBJECTS OF EXPERIMENT THREE IN A RELEARNING TEST OF GENERALIZATION OF EXTINCTION EFFECTS. ANALYSIS OF VARIANCE, TREND TESTS, AND NONPARAMETRIC TESTS WERE EMPLOYED IN ANALYSES. RESULTS INDICATED COMPLETE TRANSFER OF BOTH POSITIVE AND NEGATIVE EFFECTS OF EXPERIENCE WITH A DIFFERENT STIMULUS VALUE. CONCLUSIONS SUGGESTED UNDER SOME CONDITIONS THE STIMULUS VALUES USED IN TRAINING WERE IRRELEVANT TO LATER PERFORMANCE UNDER CHANGED CIRCUMSTANCES. TRANSFER OF CORRECT TRAINING RESPONSES TO CHANGED CIRCUMSTANCES COULD BE COMPLETE. FURTHER RESEARCH WAS INDICATED TO USE THE MODIFICATION OF VOLUNTARY CONDITIONING PROCEDURES AS A TECHNIQUE IN HUMAN LEARNING. (RS)

ED 010 175 56
THE UTILIZATION OF LARGE-SCREEN TV TO OVERCOME SHORTAGES OF CLASSROOM SPACE AND TEACHING PERSONNEL.
BY- RICH, OWEN S. AND OTHERS
BRIGHAM YOUNG UNIV., PROVO, UTAH
REPORT NUMBER NDEA-VIIA-1327 PUB DATE 66
REPORT NUMBER BR-5-0843
GRANT OEG-7-54-0010-265
EDRS PRICE MF-$0.18 HC-$3.48 87P.

DESCRIPTORS- *AUDITORIUM, *COLLEGE INSTRUCTION, *CURRICULUM DEVELOPMENT, *INSTRUCTIONAL TELEVISION, CLOSED CIRCUIT TELEVISION, EDUCATIONAL FACILITIES, EDUCATIONAL RESEARCH, INSTRUCTOR CENTERED TELEVISION, PROVO, TELEVISION, UTAH,

THE OBJECTIVES OF THIS STUDY WERE (1) TO DEVELOP GUIDELINES FOR ADOPTING CURRENT COLLEGE COURSES FOR THE PRESENTATION BY LARGE-SCREEN TELEVISION IN LARGE AUDITORIUMS, (2) TO IDENTIFY AND DEVELOP TECHNIQUES FOR LARGE-SCREEN TV INSTRUCTION, (3) TO DEVELOP STUDENT AND FACULTY ORIENTATION PROCEDURES FOR LARGE-SCREEN TV PROGRAMS, (4) TO ASCERTAIN OPTIMUM DISTANCE AND VIEWING ANGLES, AND (5) TO ANALYZE ECONOMIC IMPLICATIONS AND INSTRUCTIONAL VALUE OF LARGE-SCREEN TELEVISION AS PART OF CURRICULUM PLANNING. EACH OF THESE OBJECTIVES IS TREATED SEPARATELY IN THIS REPORT. THE TREATMENT IS PRIMARILY DESCRIPTIVE AND SUGGESTIVE--EXPERIMENTAL ACTIVITIES ARE REPORTED AND INTERPRETED WITH THE USE OF TRADITIONAL CONTROLLED RESEARCH TECHNIQUES ONLY IN CONNECTION WITH PARTS OF THE INVESTIGATION. THE STUDY SUPPORTS THE VAST ARRAY OF TV STUDIES SHOWING NO SIGNIFICANT DIFFERENCES IN MEASURED LEARNING OR INFORMATION GAIN BETWEEN FACE-TO-FACE INSTRUCTION AND TELEVISION. THE STUDY ALSO SUPPORTS A PREVIOUS STUDY SHOWING NO SIGNIFICANT DIFFERENCES IN LEARNING BETWEEN CONVENTIONAL TV AND LARGE-SCREEN TV. MANY USEFUL GUIDELINES ARE PRESENTED RELATIVE TO LARGE-SCREEN TV PRESENTATIONS. (JC)

ED 010 176 56
CLASSROOM SIMULATION--FURTHER STUDIES ON DIMENSIONS OF REALISM.
BY- KERSH, BERT Y.
OREGON STATE SYSTEM OF HIGHER EDUC., TEACHING RES. DIV.
REPORT NUMBER NDEA-VIIA-1183 PUB DATE 31 DEC 65
REPORT NUMBER BR-5-0848

REPORT NUMBER R-42
GRANT OEG-747-0000-228
EDRS PRICE MF-$0.18 HC-$3.48 87P.

DESCRIPTORS- *FILMS, *MODELS, *SIMULATION, *STUDENT TEACHERS, *STUDENT TEACHING, CLASSROOM RESEARCH, CLASSROOM TECHNIQUES, CLASSROOMS, MONMOUTH, OREGON, SOUND FILMS, SUPERVISION, SUPERVISORS, TEACHERS,

AN INSTRUCTIONAL MODEL CALLED FOR A SIMULATED CLASSROOM SETTING IN WHICH A STUDENT TEACHER COULD PRACTICE NEW TEACHING BEHAVIORS UNDER SUPERVISION AND EXPERIENCE THE CONSEQUENCES OF HIS OWN BEHAVIOR. THE MODEL ALSO SPECIFIED THAT THE SUPERVISOR OF THE STUDENT TEACHER'S BEHAVIOR HAVE THE CAPABILITY FOR CONTROLLING THE CLASSROOM EVENTS WHICH FOLLOW IMMEDIATELY UPON THE STUDENT TEACHER'S ACTIONS. IF THE SUPERVISING TEACHER (E) WERE TO JUDGE THE INSTRUCTIONAL BEHAVIOR OF THE STUDENT TEACHER (T) AS BEING EFFECTIVE, E COULD REINFORCE T'S BEHAVIOR BY CAUSING THE STUDENTS IN THE SIMULATED CLASSROOM TO REACT FAVORABLY TO T. IF ON THE OTHER HAND, T'S BEHAVIOR WERE TO BE JUDGED INEFFECTIVE, E COULD CAUSE CAUSE THE STUDENTS TO REACT NEGATIVELY TO T. IN ACCORDANCE WITH THE ABOVE SPECIFICATIONS, AN EXPERIMENTAL LABORATORY WAS BUILT AND TECHNIQUES DEVELOPED FOR SIMULATING A VARIETY OF CLASSROOM SITUATIONS. THE SITUATIONS WERE SIMULATED THROUGH MOTION PICTURES AND PRINTED MATERIALS. EXPERIMENTS WERE CONDUCTED CONCERNING IMAGE SIZE, FEEDBACK MODE, AND RESPONSE MODE. SEVERAL FOLLOWUP STUDIES AND ONGOING RESEARCH EFFORTS WERE ALSO DISCUSSED. (JC)

ED 010 177 56

A STUDY OF THE INSTRUCTIONAL GESTALT IN UNIVERSITY COURSES PRESENTED BY TELEVISION.
BY- SIEGEL, LAURENCE SIEGEL, LILA C.
MIAMI UNIV., OXFORD, OHIO
REPORT NUMBER NDEA-VIIA-609 PUB DATE JUN 66
REPORT NUMBER BR-5-0852
GRANT OEG-7-45-0350-122
EDRS PRICE MF-$0.36 HC-$8.56 214P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *COURSE ORGANIZATION, *RESEARCH METHODOLOGY, *TELEVISED INSTRUCTION, *UNIVERSITIES, HIGHER EDUCATION, LEARNING PROCESSES, MODELS, OHIO, OXFORD, RESEARCH, TAXONOMY,

THE USEFULNESS OF A MULTIVARIATE PARADIGM FOR RESEARCH IN HIGHER EDUCATION WAS EXPLORED IN THIS INVESTIGATION. THE INSTRUCTIONAL PROCESS WAS CONCEPTUALIZED AS FOUR CLUSTERS OF INTERACTING VARIABLES--LEARNER, ENVIRONMENTAL, INSTRUCTOR, AND COURSE VARIABLES. THESE VARIABLES ARE DESIGNATED AS THE "INSTRUCTIONAL GESTALT." FOR METHODOLOGICAL REASONS, THE RESEARCH WAS CONDUCTED IN FIVE TELEVISED COURSES. "CRITICAL SUBJECTS" POSSESSING THE DESIRED COMBINATIONS OF LEARNER CHARACTERISTICS WERE IDENTIFIED IN EACH COURSE AND ASSIGNED TO EXPERIMENTAL GROUPS COMPRISING A FULL SET OF CRITICAL SUBJECTS (ALL COMBINATIONS OF LEARNER VARIABLES). THESE SETS WERE RANDOMLY ASSIGNED TO RECEIVING ROOMS PRESENTING VARIOUS CONFIGURATIONS OF INSTRUCTOR AND ENVIRONMENTAL VARIABLES. THREE CRITERIA OF PERFORMANCE WERE USED--TWO WERE END-OF-COURSE ACQUISITION MEASURES AND A THIRD WAS A MEASURE OF "THOUGHT RELEVANCE." THE DESIGN IN EACH COURSE GENERATED AN ANALYSIS OF VARIANCE MATRIX FOR EACH OF THE CRITERIA. THE PARADIGM WAS DISCUSSED AS A USEFUL STRATEGY FOR RESEARCH IN THAT IT HELPS TO CLARIFY CERTAIN DYNAMICS OF THE EDUCATIONAL PROCESS WHICH ARE ORDINARILY OBSCURED. ORGANIZING CONCEPTS WERE PRESENTED TO INTEGRATE THE RESULTS, AND STUDY IMPLICATIONS WERE MADE. (JC)

ED 010 178 24

THE PEDAGOGICAL SIGNIFICANCE OF UNCONSCIOUS FACTORS IN CAREER MOTIVATION FOR TEACHERS.
BY- HASLING, JOSEPH H. STERN, GEORGE G.
STATE UNIV. OF N. Y., SUNY AT BUFFALO
REPORT NUMBER CRP-512 PUB DATE 66
SYRACUSE UNIV., N. Y.
REPORT NUMBER BR-5-0865
CONTRACT OEC-SAE-8175
EDRS PRICE MF-$0.18 HC-$4.40 110P.

DESCRIPTORS- *ACHIEVEMENT, *FIFTH GRADE, *FOURTH GRADE, *PSYCHOLOGICAL TESTING, *TEACHERS, NEW YORK, STERN ACTIVITIES INDEX, STUDENTS, SYRACUSE, TEACHER PREFERENCE SCALE,

A STUDY WAS DESIGNED TO PRODUCE AN UNDERSTANDING OF THE INFLUENCE OF A TEACHER'S MOTIVES FOR HER PERFORMANCE AND EFFECTIVENESS IN THE CLASSROOM. THE FIRST ASPECT OF THE STUDY DEALT WITH A PSYCHOMETRIC DESCRIPTION OF THE INSTRUMENTS DESIGNED TO ASSESS TEACHER MOTIVES. THE SECOND ASPECT DEALT WITH THE ABILITY OF THE TEACHER PREFERENCE SCALE (TPS) TO DISCRIMINATE AND CLARIFY DIFFERENCES BETWEEN VARIOUS GROUPS OF TEACHERS. THE THIRD ASPECT WAS CONCERNED WITH THE INTERRELATIONSHIPS AMONG THREE FACTORS--(1) TEACHER PERSONALITY, (2) TEACHER BEHAVIOR IN THE CLASSROOM, AND (3) PUPIL RESPONSE. TEACHER PERSONALITY WAS ASSESSED THROUGH THE TPS AND THE STERN ACTIVITIES INDEX. TEACHER BEHAVIOR WAS OBSERVED DIRECTLY IN THE CLASSROOM. PUPIL RESPONSE WAS ALSO OBSERVED DIRECTLY IN THE CLASSROOM AND SEVERAL INDIRECT MEASURES OF PUPIL RESPONSE BECAME AVAILABLE. THE SAMPLE INCLUDED 66 TEACHERS OF FOURTH AND FIFTH GRADES IN SCHOOLS IN CENTRAL NEW YORK STATE. THREE TEST SCORES WERE AVAILABLE--(1) TPS FORM A, (2) TPS FORM B, AND (3) THE STERN ACTIVITIES INDEX (SAI). EIGHT HYPOTHESES WERE TESTED. THE THIRD ASPECT OF THE STUDY WAS CONSIDERED THE MOST IMPORTANT BUT ALSO PROVED DISAPPOINTING. THE TPS DID NOT RELATE IN ANY CONSISTENT MANNER WITH PUPIL BEHAVIOR, ACADEMIC ACHIEVEMENT, OR SOCIOMETRIC RESULTS. THE SAI PROVED TO BE A MUCH BETTER INSTRUMENT FOR PREDICTING PUPIL BEHAVIOR AND ACHIEVEMENT THAN THE TPS. OTHER FINDINGS WERE DESCRIBED. (HB)

ED 010 179 24

AN ANALYSIS OF CAUSES OF ANXIETY AMONG CHILDREN IN SCHOOL.
BY- PHILLIPS, BEEMAN N.
UNIVERSITY OF TEXAS, AUSTIN
REPORT NUMBER CRP-2616 PUB DATE 31 AUG 66
REPORT NUMBER BR-5-1039
CONTRACT OEC-5-10-012
EDRS PRICE MF-$0.81 HC-$20.08 302P.

DESCRIPTORS- *ANXIETY, *PSYCHOLOGICAL PATTERNS, *PSYCHOLOGICAL TESTING, *SCHOOL CONDITIONS, *SCHOOL ENVIRONMENT, CALIFORNIA TEST OF MENTAL MATURITY, CHILDREN'S SCHOOL QUESTIONNAIRE, ELEMENTARY SCHOOL STUDENTS, FIFTH GRADE, FOURTH GRADE, METROPOLITAN ACHIEVEMENT TESTS, PSYCHOEDUCATIONAL PROCESSES, THEORIES,

THE BASIC PURPOSE OF THIS STUDY WAS TO ATTEMPT TO FIND OUT WHETHER ANXIETY IN ELEMENTARY SCHOOL CHILDREN WAS TO A SIGNIFICANT DEGREE THE RESULT OF SCHOOL EXPERIENCES AND CONDITIONS. THE ANTECEDENTS AND CONSEQUENCES OF SCHOOL ANXIETY WERE ALSO TO BE ANALYZED. THE METHOD OF STUDY INVOLVED OBTAINING MEASURES OF SCHOOL ANXIETY AT THE BEGINNING AND END OF THE SCHOOL YEAR OVER A PERIOD OF 2 OR MORE SCHOOL YEARS, AND COMPARING THE TREND WHICH IS FOUND DURING THE TIME CHILDREN ARE UNDER THE COMBINED INFLUENCE OF IN-SCHOOL AND OUT-OF-SCHOOL ENVIRONMENT (AND MATURATION) WITH THE TREND DURING THE TIME THEY ARE UNDER ONLY THE DIRECT INFLUENCE OF OUT-OF-SCHOOL ENVIRONMENT AND WERE SELECTED AS SUBJECTS. DATA WERE OBTAINED ON THE SUBJECTS FROM CUMULATIVE RECORDS, THE CHILDREN, AND THEIR TEACHERS. THE METROPOLITAN ACHIEVEMENT TESTS, THE CALIFORNIA TEST OF MENTAL MATURITY, AND THE CHILDREN'S SCHOOL QUESTIONNAIRE WERE ADMINISTERED TO THE SUBJECTS. TEACHER NOMINATIONS OF CHILDREN WITH A WIDE VARIETY OF BEHAVIORAL CHARACTERISTICS WERE A MAJOR SOURCE FOR THE DATA GATHERED. FINDINGS WERE COMPLEX AND REQUIRE STUDY IN CONTEXT. AT THE METHODOLOGICAL LEVEL, HOWEVER, THE USEFULNESS OF THE IN-SCHOOL AND OUT-OF-SCHOOL PARADIGM WAS DEMONSTRATED. (ED)

ED 010 180 24

TRAINING FOR EDUCATIONAL RESEARCH.
By- BUSWELL, GUY T. AND OTHERS
UNIV.OF CALIF.,BERKELEY CAMP.CTR.FOR STUDY HI. ED.
REPORT NUMBER CRP-X-007 PUB DATE 66
REPORT NUMBER BR-5-1074
EDRS PRICE MF-$0.27 HC-$6.44 161P.

DESCRIPTORS- *CONFERENCES, *CONSULTANTS, *DOCTORAL DEGREES, *EDUCATIONAL RESEARCH, *IMPROVEMENT PROGRAMS, *POSTGRADUATE EDUCATION, BERKELEY, CALIFORNIA, CENTER FOR THE STUDY OF HIGHER EDUCATION, EDUCATIONAL PROGRAMS, GRADUATE SURVEYS, INTERVIEWS, PROGRAM EVALUATION, QUESTIONNAIRES,

THE FACTORS WHICH LEAD TO PRODUCTIVITY IN EDUCATIONAL RESEARCH WERE STUDIED. THE PROGRAM WAS DIVIDED INTO FOUR SECTIONS--(1) AN ANALYSIS OF QUESTIONNAIRES FROM 818 PERSONS RECEIVING DOCTORAL DEGREES IN 1954, (2) AN ANALYSIS OF A PREVIOUS STUDY OF 1,750 PERSONS RECEIVING DOCTORAL DEGREES IN 1944, (3) A STUDY OF DISSERTATIONS OF 1,598 PERSONS RECEIVING DOCTORAL DEGREES IN 1964, AND (4) A STUDY OF THE BACKGROUND, TRAINING, AND VARIOUS OTHER ASPECTS OF 31 OUTSTANDING SCHOLARS. INTERVIEWS WERE ALSO CONDUCTED TO STUDY THE GENERAL CLIMATE AND CONDITIONS UNDER WHICH PRODUCTIVE SCHOLARS WORK. BEFORE FINAL RECOMMENDATIONS WERE SUBMITTED, 16 CONSULTANTS WERE INVITED TO OFFER CRITICISMS AND SUGGESTIONS AT A 2-DAY CONFERENCE. TWELVE FINAL RECOMMENDATIONS WERE MADE AND ACCEPTED. THE CONCLUSIONS INDICATED THAT RESEARCH SHOULD BE PROBLEM CENTERED AND CONDUCTED BY INTERDISCIPLINARY TEAMS WHO CAN ATTACK MAJOR PROBLEMS WITH THE INTELLECTUAL AND SCHOLARLY RESOURCES OF AN ENTIRE UNIVERSITY BROUGHT TO BEAR ON THE PROBLEM BEING STUDIED. (RS)

ED 010 181 08

A STUDY IN COMMUNICATION BETWEEN HIGH SCHOOL TEACHERS OF VOCATIONAL AGRICULTURE AND SOCIO-ECONOMICALLY DISADVANTAGED YOUTH BY THE USE OF SEMANTIC DIFFERENTIAL.
By- MCMILLION, MARTIN B.
UNIVERSITY OF ILLINOIS, URBANA
REPORT NUMBER ERD-460 PUB DATE AUG 68
REPORT NUMBER BR-5-1215
GRANT OEG-6-85-086
EDRS PRICE MF-$0.27 HC-$5.92 148P.

DESCRIPTORS- *AGRICULTURE, *COMMUNICATION (THOUGHT TRANSFER), *DISADVANTAGED YOUTH, *RURAL YOUTH, *VOCATIONAL EDUCATION, ILLINOIS, SECONDARY SCHOOL STUDENTS, SOCIOECONOMIC STATUS, URBANA,

THE STUDY ATTEMPTED (1) TO DETERMINE WHETHER OR NOT SOCIOECONOMICALLY DISADVANTAGED PUPILS AND TWO OTHER SOCIOECONOMIC GROUPS OF PUPILS IN SECONDARY SCHOOL GRADES PLACED A SIGNIFICANTLY DIFFERENT CONNOTATIVE MEANING ON SELECTED WORDS AND PHRASES WHICH ARE OF IMPORTANCE TO VOCATIONAL EDUCATION IN AGRICULTURE, (2) TO DETERMINE WHETHER OR NOT THE CONNOTATIVE MEANING WHICH THE AGRICULTURE TEACHERS OF THESE PUPILS PLACED ON THE WORDS AND PHRASES WAS MORE LIKE THAT OF THE HIGHER SOCIOECONOMIC PUPILS THAN THAT OF THE LOWER SOCIOECONOMIC PUPILS, AND (3) TO DETERMINE THE EXTENT TO WHICH TEACHERS RECOGNIZE ANY DIFFERENCE IN CONNOTATIVE MEANING FOR SELECTED WORDS AND PHRASES WHICH MAY EXIST AMONG THE VARIOUS CLASSIFICATIONS OF PUPILS. A STRATIFIED RANDOM SAMPLE OF 240 HIGH SCHOOL STUDENTS COMPLETED A SEMANTIC DIFFERENTIAL INSTRUMENT. MULTIVARIATE ANALYSIS OF VARIANCE WAS THE MAJOR STATISTICAL PROCEDURE EMPLOYED IN THE STUDY. AMONG OTHER RECOMMENDATIONS, IT WAS SUGGESTED THAT LOW-STATUS PUPILS VALUE LEADERSHIP MORE HIGHLY THAN DO HIGH-STATUS PUPILS AND SHOULD BE AFFORDED AN OPPORTUNITY TO ASSUME POSITIONS OF LEADERSHIP. (JM)

ED 010 182 08

A REPORT OF THE INVITATIONAL CONFERENCE ON IMPLEMENTING CAREER DEVELOPMENT THEORY AND RESEARCH THROUGH THE CURRICULUM.
By- ASHCRAFT, KENNETH B. AND OTHERS
NATIONAL VOCATIONAL GUIDANCE ASSN., WASHINGTON,D.C
REPORT NUMBER ERD-556 PUB DATE AUG 68
REPORT NUMBER BR-5-1304
GRANT OEG-2-6-000556-0582
EDRS PRICE MF-$0.36 HC-$8.20 205P.

DESCRIPTORS- *CAREER PLANNING, *CONFERENCES, *COUNSELING, *VOCATIONAL COUNSELING, *VOCATIONAL EDUCATION, DISTRICT OF COLUMBIA, JOB TRAINING, OCCUPATIONAL COUNSELING, VOCATIONAL INTERESTS, VOCATIONAL SCHOOLS,

A FINAL REPORT HAS BEEN PREPARED ON A CONFERENCE CONCERNING VOCATIONAL DEVELOPMENT AND CAREER PLANNING. FOLLOWING A PLANNING SESSION, THOSE INDIVIDUALS WHO HAD BEEN IDENTIFIED AS PROMINENT INNOVATORS IN SELECTED TOPIC AREAS WERE INVITED TO PARTICIPATE IN THE CONFERENCE. PARTICIPANTS PREPARED PAPERS FOR DISTRIBUTION PRIOR TO THE CONFERENCE AND MADE PRESENTATIONS AT THE CONFERENCE. FOLLOWING EACH PRESENTATION, THE ATTENDEES BROKE INTO SMALL DISCUSSION GROUPS WHICH HAD THE DEFINITIVE ASSIGNMENT OF DEVELOPING IMPLEMENTING PROCEDURES. THE REPORT INCLUDED REPRODUCTIONS OF THE PAPERS PRESENTED AND THE FOLLOWING SUMMARIES--(1) CURRICULAR IMPLICATIONS FOR CAREER DEVELOPMENT, (2) IMPLICATIONS FOR COUNSELOR EDUCATION, (3) IMPLICATIONS FOR RESEARCH, AND (4) SUMMARY OF THE DISCUSSION SESSIONS. (JC)

ED 010 183 40

CONFERENCE ON RESEARCH FOR PUBLIC SCHOOL SPEECH AND HEARING PERSONNEL.

By- SPEAKS, CHARLES AND OTHERS

AMERICAN SPEECH AND HEARING ASSN., WASHINGTON,D.C.

REPORT NUMBER BR-5-0965 PUB DATE 66

EDRS PRICE MF-$0.27 HC-$7.92 198P.

DESCRIPTORS- *AUDITION (HEARING), *AUDITORY TRAINING, *CONFERENCES, *RESEARCH COMMITTEES, *SPEECH EDUCATION, DISTRICT OF COLUMBIA, EDUCATIONAL RESEARCH, RESEARCH METHODOLOGY, SPECIALISTS,

THE ACTIVITIES OF A CONFERENCE TO STIMULATE AND FACILITATE THE STUDY OF SPEECH AND HEARING PROBLEMS WERE REPORTED. SPEECH AND HEARING PERSONNEL (N=40) ATTENDED THE 4-DAY CONFERENCE. LECTURES ON METHODS OF RESEARCH, SPECIFIC QUESTIONS FOR RESEARCH, LOGISTIC AND TACTICAL PROCEDURES, AND RESEARCH DESIGN PRESENTATIONS WERE GIVEN BY SIX SPECIALISTS IN THE FIELD. THE GUIDELINES INCLUDED THE ISOLATION AND DISCUSSION OF CRUCIAL NEEDS FACED BY PUBLIC SCHOOL ENVIRONMENTS, AND THE DISCUSSION OF EFFECTIVE TECHNIQUES ON THE PROBLEMS IDENTIFIED. A SERIES OF CONCLUSIONS WERE FORMULATED FOR THE MORE PRESSING NEEDS THAT EXIST IN PRESENT-DAY, PUBLIC SCHOOL SPEECH AND HEARING PROGRAMS. THESE NEEDS WERE INFORMATION DISSEMINATION OF CURRENT RESEARCH PROJECTS, MEASUREMENT INSTRUMENTS FOR DATA ANALYSIS, AND FOLLOWUP MEETINGS AT BOTH REGIONAL AND NATIONAL LEVELS. (RS)

ED 010 184 24

A STUDY OF PSYCHOLOGICAL PATTERNS IN LEARNING ELEMENTARY MATHEMATICS.

By- RESTLE, FRANK

INDIANA UNIV., BLOOMINGTON

REPORT NUMBER CRP-S-339 PUB DATE 66

REPORT NUMBER BR-5-0059

EDRS PRICE MF-$0.18 HC-$4.04 101P.

DESCRIPTORS- *COLLEGE STUDENTS, *MATHEMATICS, *PSYCHOLOGICAL STUDIES, *SECONDARY SCHOOL STUDENTS, *THOUGHT PROCESSES, BLOOMINGTON, ELEMENTARY SCHOOL STUDENTS, INDIANA, LEARNING PROCESSES, PROBLEM SOLVING,

THE STUDIES REPORTED WERE ATTEMPTS TO LEARN THE INNER ARRANGEMENT OF DOING MATHEMATICS. MATHEMATICS WAS VIEWED AS A MATTER OF SOLVING PROBLEMS BY A SEQUENCE OF STEPS PERFORMED AS AN ALGORITHM. THE PROCESSES STUDIED WERE--(1) COUNTING OR ENUMERATING SETS, (2) SIMPLIFYING COMPLEX LOGICAL STATEMENTS, (3) ADDING LARGE NUMBERS, AND (4) MULTIPLYING. WITHIN EACH EXPERIMENT, A VARIETY OF TASKS WAS CONSTRUCTED SO THAT DIFFERENT DISCRIMINATIONS, SLIGHTLY DIFFERENT STEPS OF ALGORITHM, OR SLIGHTLY DIFFERENT OVERALL PLANS COULD BE TESTED. STUDIES ON ENUMERATION TESTED 18, 20, AND 24 SCHOOL CHILDREN AND COLLEGE STUDENTS IN THREE EXPERIMENTS. SUBJECTS FOR THE OTHER PROCESSES STUDIED WERE 28 SCHOOL CHILDREN, 12 SCHOOL CHILDREN DIVIDED ACCORDING TO AGE, AND 30 COLLEGE STUDENTS. STUDIES DEMONSTRATED THAT PATTERNS OF PERFORMANCE MAY EMERGE UNDER STUDY OF THE ELEMENTS OF A MATHEMATICAL TASK. (JM)

ED 010 185 24

A STUDY TO DETERMINE HOW COUNSELING PROCEDURES CAN BE USED TO HELP STUDENTS MAKE DECISIONS AND PLANS MORE EFFECTIVELY.

By- KRUMBOLTZ, JOHN D. AND OTHERS

STANFORD UNIV., CALIF.

REPORT NUMBER CRP-S-246 PUB DATE AUG 66

REPORT NUMBER BR-5-0128

CONTRACT OEC-5-10-363

EDRS PRICE MF-$0.18 HC-$5.04 126P.

DESCRIPTORS- *COUNSELING, *DECISION MAKING SKILLS, *ELEVENTH GRADE, *PEER GROUPS, *SOCIAL ENVIRONMENT, CALIFORNIA, COUNSELORS, HIGH SCHOOL STUDENTS, MALE, SOCIAL ATTITUDES, STANFORD,

COUNSELING PROCEDURES DERIVED FROM RESEARCH IN SOCIAL LEARNING WERE EXPERIMENTALLY TESTED. PROCEDURES WERE USED BY COUNSELORS TO ASSIST STUDENTS IN LEARNING HOW TO MAKE PLANS AND DECISIONS MORE EFFECTIVELY. SPECIFICALLY, THIS STUDY TESTED THE RELATIVE EFFECT OF STUDENT SOCIAL MODELS, CHARACTERIZED BY VARYING DEGREES OF ATHLETIC, SOCIAL, AND ACADEMIC SUCCESS, ON THE INFORMATION-SEEKING BEHAVIOR OF MALE HIGH SCHOOL STUDENTS. THE STUDY WAS CONDUCTED IN 4 HIGH SCHOOLS WITH 225 ELEVENTH-GRADE STUDENTS. TREATMENT PROCEDURES ADMINISTERED TO 189 STUDENTS IN 27 ACTIVE TREATMENT GROUPS INCLUDED THE PRESENTATION OF AN AUDIOTAPE IN WHICH THE PEER SOCIAL MODEL VERBALLY DEMONSTRATED THOSE BEHAVIORS THE STUDY SOUGHT TO PROMOTE. EVALUATION OF THE TREATMENT PROCEDURES WAS MADE BY DETERMINING THE FREQUENCY AND VARIETY OF SUCH INFORMATION-SEEKING BEHAVIORS AS WRITING TO A COLLEGE FOR ENTRANCE INFORMATION. RESULTS INDICATED THAT THE TREATMENT PROCEDURES DID NOT PRODUCE STATISTICALLY SIGNIFICANT DIFFERENCES AMONG THE VARIOUS TREATMENT GROUPS TO ANSWER OR SUPPORT THE QUESTIONS AND HYPOTHESES RAISED. THOUGH NOT HYPOTHESIZED, IT WAS FOUND THAT SUBJECTS COUNSELED BY A MALE COUNSELOR ENGAGED IN A SIGNIFICANTLY GREATER NUMBER AND VARIETY OF INFORMATION-SEEKING BEHAVIORS THAN SUBJECTS COUNSELED BY A FEMALE COUNSELOR IN THE SAME SCHOOL SETTING. ADDITIONAL RESEARCH UTILIZING DIFFERENT CRITERION MEASURES, DESIGNS, AND MEDIA OF MODEL PRESENTATION IS NECESSARY BEFORE ANY FINAL CONCLUSION CAN BE DRAWN. (JM)

ED 010 186 24

RELATIONSHIPS AMONG LEARNING, PRACTICE, AND RECALL, FINAL REPORT.

By- BETTS, MARY L.B.

HARVARD UNIV. LAB. FOR RESEARCH IN INSTRUCTION,

REPORT NUMBER CRP-S-189 PUB DATE 66

HARVARD UNIV., GRADUATE SCHOOL OF EDUCATION

REPORT NUMBER BR-5-0195

EDRS PRICE MF-$0.36 HC-$8.64 216P.

DESCRIPTORS- *INDIVIDUAL DIFFERENCES, *LEARNING, *LEARNING EXPERIENCES, *LEARNING PROCESSES, ABILITY, CAMBRIDGE, COLLEGE STUDENTS, LEARNING THEORIES, MASSACHUSETTS,

THIS STUDY CONSISTED OF A SERIES OF EXPERIMENTS DESIGNED TO YIELD DATA ON THE PARAMETERS OF LEARNING IN THESE SITUATIONS--(1) THE QUANTITY OF MATERIAL TO BE LEARNED WAS GREATER THAN USUAL, AND (2) THE SCHEDULING OF LEARNING, REVIEW TRIALS, AND THE AMOUNTS OF MATERIAL PRESENTED WERE VARIED WITHIN A DESIGN JUDGED TO APPROACH OPTIMAL SCHEDULING

IN CERTAIN RESPECTS. OF PARTICULAR INTEREST WERE QUESTIONS HAVING TO DO WITH THE POSSIBLE INTERFERENCE OF ONE LIST OF PAIRED-ASSOCIATE MATERIAL WITH ANOTHER, AND THE ROLE OF INDIVIDUAL DIFFERENCES IN LEARNING ABILITY. THE EXPERIMENTS INVOLVED 9 GROUPS OF COLLEGE STUDENTS, 10 SUBJECTS IN EACH GROUP. A NUMBER OF QUESTIONS CONCERNING THE LEARNING CURVE DATA WERE ANSWERED BY USING A TREND ANALYSIS WITH COVARIANCE ADJUSTMENTS FOR ABILITY SCORES. IN ADDITION, A MULTIPLE REGRESSION EQUATION WAS USED TO ASSESS THE USEFULNESS OF SIX VARIABLES IN PREDICTING LEARNING TIMES. THE AUTHOR POINTS OUT THAT THE ANALYSES PRESENTED DO NOT DEPICT A COMPLETE PICTURE OF LEARNING. HOWEVER, MANY OF THE FINDINGS ARE NEW AND OF THEORETICAL AND PRACTICAL INTEREST. (JC)

ED 010 187 24

TEACHER EVALUATION AS A MEASURE OF PUPIL PERFORMANCE.
BY- STARR, FAY H. PANCRAZIO, SALLY
SOUTHERN ILLINOIS UNIV., EDWARDSVILLE CAMPUS
REPORT NUMBER CRP-S-330 PUB DATE 66
REPORT NUMBER BR-5-0225
EDRS PRICE MF-$0.09 HC-$2.04 51P.

DESCRIPTORS- *ACHIEVEMENT GAINS, *GRADE POINT AVERAGE, *LONGITUDINAL STUDY, *PERFORMANCE FACTORS, *STUDENT PROGRESS, ACADEMIC ACHIEVEMENT, ACADEMIC PERFORMANCE, ACHIEVEMENT TESTS, ARITHMETIC, CALIFORNIA ACHIEVEMENT TESTS, EDWARDSVILLE, GRADING, ILLINOIS, JUNIOR HIGH SCHOOL, LANGUAGE DEVELOPMENT, OVERACHIEVERS, READING ACHIEVEMENT, TEXAS HUMAN TALENT PROJECT, UNDERACHIEVERS,

SCORES FROM 16 VARIABLES WERE USED TO ASSESS DIFFERENCES AMONG 194 JUNIOR HIGH SCHOOL BOYS AND GIRLS OF 4 TEXAS COMMUNITIES WHO WERE AMONG MORE THAN 1,500 PUPILS INCLUDED IN THE "TEXAS HUMAN TALENT PROJECT." SUBJECTS WERE CLASSIFIED INTO "UP," "DOWN," OR "STABLE" SAMPLES. CLASSIFICATION INTO THE "UP" SAMPLE OF 19 BOYS AND 27 GIRLS REQUIRED AN INCREASE OF 2 OR MORE STANINES IN GRADE POINT AVERAGE FROM THE SEVENTH TO THE NINTH GRADE. CLASSIFICATION INTO THE "DOWN" SAMPLE OF 28 BOYS AND 20 GIRLS REQUIRED A DECREASE IN GPA OF 2 OR MORE STANINES. EACH SUBJECT CLASSIFIED INTO THE "STABLE" SAMPLE OF 50 BOYS AND 50 GIRLS OBTAINED IDENTICAL GRADE POINT AVERAGES AT THE SEVENTH AND NINTH GRADES. STANINES FOR THE GRADE POINT AVERAGES WERE OBTAINED FOR THE ENTIRE POPULATION OF 1,500 PUPILS IN THE 4 COMMUNITIES. ACHIEVEMENT TEST SCORES OBTAINED FROM THE CALIFORNIA ACHIEVEMENT TESTS IN ARITHMETIC, READING, AND LANGUAGE YIELDED RESULTS INDICATING THAT ALL THREE SAMPLES MADE SIGNIFICANT GAINS IN GRADE PLACEMENT FROM THE SEVENTH TO THE NINTH GRADE (AVERAGE GRADE PLACEMENT GAINS FOR THE "UP," "DOWN," AND "STABLE" SAMPLES WERE 2.1, 1.9, AND 2.3, RESPECTIVELY.) THE "UP" SAMPLE DID NOT MAKE GAINS IN PROPORTION TO THE MARKED INCREASE IN GPA FOR THAT SAMPLE, AND THE "DOWN" SAMPLE GAINS FOR THE ACHIEVEMENT TESTS DO NOT REFLECT THE SEVERE LOSS IN GPA FOR THE SUBJECTS OF THAT SAMPLE. THE "STABLE" SAMPLE, WITH GRADE PLACEMENT SCORES ABOVE THOSE FOR THE OTHER TWO SAMPLES AT THE SEVENTH GRADE, ENJOYED THE GREATEST GAINS IN GRADE PLACEMENT FOR THE THREE TESTS. (LP)

ED 010 188 24

DOCTORAL GRADUATES IN EDUCATION. AN INQUIRY INTO THEIR MOTIVES, ASPIRATIONS, AND PERCEPTIONS OF THE PROGRAM.
BY- BROWN, LAURENCE D.
INDIANA UNIV. FOUNDATION, BLOOMINGTON
REPORT NUMBER CRP-S-240 PUB DATE 66
REPORT NUMBER BR-5-0250
EDRS PRICE MF-$0.45 HC-$12.68 317P.

DESCRIPTORS- *CAREER CHOICE, *DOCTORAL DEGREES, *EDUCATION MAJORS, *PROFESSIONAL EDUCATION, *SURVEYS, ADVANCED EDUCATION, ASPIRATION, BACKGROUND, BLOOMINGTON, COMPARATIVE ANALYSIS, GUIDANCE COUNSELING, INDIANA, INDIVIDUAL CHARACTERISTICS, NATIONAL SURVEYS, PERSONAL INTERESTS, QUESTIONNAIRES, SCHOOL ADMINISTRATION, STATISTICAL ANALYSIS, STATISTICAL SURVEYS,

INDIVIDUALS RECEIVING DOCTORATES IN THE FIELD OF PROFESSIONAL EDUCATION IN THE UNITED STATES DURING THE ACADEMIC YEAR 1963-64 WERE SURVEYED AND COMPARED WITH A COMPARABLE SAMPLE OF RESPONDENTS (SURVEYED EARLIER) WHO HAD RECEIVED THEIR DEGREES BETWEEN 1956 AND 1958. CERTAIN SUBGROUPS WITHIN BOTH SAMPLES WERE COMPARED ALSO TO GATHER INFORMATION ON SUCH VARIABLES AS SEX, DEGREE, AND MAJOR FIELD. SURVEY PROCEDURES USED WITH THE 1963-64 POPULATION EMPLOYED A QUESTIONNAIRE WITH SEMISTRUCTURED RESPONSE ALTERNATIVES. RESPONSES FROM 2,067 QUESTIONNAIRES WERE COMPILED RELATIVE TO THE FOLLOWING--(1) PERSONAL AND SOCIOLOGICAL SAMPLE CHARACTERISTICS, (2) MOTIVES FOR ENTERING THE DOCTORAL PROGRAM IN EDUCATION, (3) PERCEPTION AND EVALUATION OF INDIVIDUAL EXPERIENCES DURING THE DOCTORAL PROGRAM, AND (4) CURRENT POSITIONS AND PERSONAL ASPIRATIONS. IN ADDITION, OTHER RESPONSE DATA WERE COMPARED WITH INFORMATION OBTAINED DURING THE EARLIER SURVEY, INCLUDING--(1) DEGREES, ED.D. VERSUS PH.D., (2) AGE, OLDER VERSUS YOUNGER DOCTORAL GRADUATES, (3) LENGTH OF SPECIFIC DOCTORAL PROGRAMS, (4) MAJOR FIELD, (5) COMMUNITY BACKGROUND, AND (6) SIZE OF SPECIFIC PROGRAMS. IT WAS FOUND THAT SCHOOL ADMINISTRATORS DOMINATED THE 1963-64 SAMPLE WITH A TOTAL OF ABOUT 20 PERCENT. THE FIELD OF GUIDANCE AND COUNSELING WAS FOUND TO BE A DISTANT SECOND CATEGORY WITH ONLY ABOUT 8 PERCENT OF THE TOTAL SAMPLE. (JH)

ED 010 189 24

DETERMINING EXCELLENCE QUOTIENT FOR LIBERAL ARTS COLLEGE LIBRARIES.
BY- MCDONOUGH, J.
SAINT JOSEPHS COLL., PHILADELPHIA
REPORT NUMBER CRP-S-324 PUB DATE 66
REPORT NUMBER BR-5-0256
EDRS PRICE MF-$0.09 HC-$2.08 52P.

DESCRIPTORS- *COLLEGE LIBRARIES, *LIBRARIES, *LIBRARY EXPENDITURES, *LIBRARY STANDARDS, *STATISTICAL STUDIES, PENNSYLVANIA, PHILADELPHIA,

A STATISTICAL STUDY WAS MADE OF THE LIBRARIES OF 669 UNITED STATES LIBERAL ARTS COLLEGES. DATA WERE DISPLAYED IN FIVE DIFFERENT WAYS--(1) ALPHABETICAL LISTING, (2) EXCELLENCE QUOTIENT, (3) NUMBER OF BOOKS, (4) NUMBER OF BOOKS PER STUDENT, AND (5) TOTAL LIBRARY BUDGET FOR SALARIES. EXCELLENCE QUOTIENT WAS EXPRESSED IN TERMS OF A THREE-DIGIT PERCENTILE RANKING. (TC)

ED 010 190 08
THE IDENTIFICATION OF COMMON COURSES IN PARAMEDICAL EDUCATION.
By- FULLERTON, BILL J. AND OTHERS
ARIZONA STATE UNIV., COLL. OF EDUCATION, TEMPE
REPORT NUMBER BR-5-8398 PUB DATE 15 JUL 66
GRANT OEG-6-85-032
EDRS PRICE MF-$0.27 HC-$6.88 172P.

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *CURRICULUM EVALUATION, *EDUCATION, *JOB ANALYSIS, *PARAMEDICAL OCCUPATIONS EDUCATION, *VOCATIONAL EDUCATION, ARIZONA, HIGHER EDUCATION, MEDICAL SERVICES, NURSES, PHYSICAL THERAPIST, SECONDARY EDUCATION, TEACHER WORKSHOP, TEMPE, WORKSHOPS,

INTEGRATION OF PARAMEDICAL EDUCATION THROUGH CONSOLIDATION OF RELATED TRAINING WAS STUDIED AS A FIRST STEP IN CURRICULUM DESIGN FOR MAXIMUM EFFICIENCY OF EDUCATIONAL PROGRAMS WHICH WILL MEET THE CHANGING REQUIREMENTS OF MEDICAL CARE OCCUPATIONS. THE OBJECTIVES WERE TO DETERMINE--(1) COURSES COMMON TO PRESENT PARAMEDICAL EDUCATION PROGRAMS, (2) THE NATURE OF SUCH COMMONALITIES, AND (3) GUIDELINES FOR THE INTEGRATION OF THESE PROGRAMS. ALL MAJOR MEDICAL, DENTAL, AND PARAMEDICAL GROUPS FROM UNIVERSITY, JUNIOR COLLEGE, HIGH SCHOOL, AND HOSPITAL PROGRAMS IN A METROPOLITAN AREA WERE REPRESENTED IN A WORKSHOP OF 24 PARAMEDICAL EDUCATORS WHO MET WEEKLY FOR 6 MONTHS. MEMBERS OF THE WORKSHOP GATHERED CURRICULUM MATERIALS FOR 20 PARAMEDICAL CAREERS FROM 126 EDUCATION PROGRAMS CONSISTING OF 2,613 COURSE TITLES IN 110 SEPARATE INSTITUTIONS THROUGHOUT THE UNITED STATES. COMPUTER PRINT-OUTS LISTED CAREERS, COURSES, SUBJECT CLASSIFICATIONS, AND RELATED DESCRIPTIVE DATA SUCH AS NUMBER OF CLOCK HOURS FOR EACH IN LECTURE, LABORATORY, AND CLINICAL EXPERIENCE. OF THE 126 GENERAL SUBJECT CLASSIFICATIONS, 78 WERE COMMON TO 2 OR MORE PARAMEDICAL FIELDS. THERE APPEARED TO BE A DIFFERENCE OF OPINION AMONG CURRICULUM DEVELOPERS OF PARAMEDICAL EDUCATION PROGRAMS AND A NEED FOR A STUDY IN EACH OF THE PARAMEDICAL CAREERS OF THE TASKS PERFORMED BY THE PRACTITIONERS. (JM)

ED 010 191 24
RELATIONS BETWEEN TEACHER PRACTICE AND KNOWLEDGE OF READING THEORY IN SELECTED GRADE SCHOOL CLASSES.
By- GUSZAK, FRANK J.
UNIV. OF WISCONSIN, MADISON CAMPUS, SCH. OF EDUC.
REPORT NUMBER CRP-S-437 PUB DATE 66
REPORT NUMBER BR-5-8402
EDRS PRICE MF-$0.18 HC-$5.08 127P.

DESCRIPTORS- *COMPREHENSION, *COMPREHENSION DEVELOPMENT, *ELEMENTARY SCHOOL TEACHERS, *READING COMPREHENSION, *TEACHER EDUCATION, ELEMENTARY SCHOOLS, INSERVICE TEACHER EDUCATION, MADISON, PRESERVICE EDUCATION, SAN ANGELO, TEACHERS, TEXAS, WISCONSIN,

THE PROBLEM OF THIS RESEARCH WAS TO INVESTIGATE THE RELATIONS THAT MIGHT EXIST BETWEEN TEACHER KNOWLEDGE OF AND PRACTICES IN THE DEVELOPMENT OF READING COMPREHENSION. PRELIMINARY TO THE DEVELOPMENT OF SPECIFIC RESEARCH QUESTIONS WERE A SERIES OF GENERAL QUESTIONS GROUPED UNDER THESE MAIN CATEGORIES--(1) TEACHER KNOWLEDGE OF COMPREHENSION THEORY, (2) TEACHER PRACTICES IN COMPREHENSION DEVELOPMENT, AND (3) RELATIONS BETWEEN TEACHER KNOWLEDGE AND PRACTICES. FIVE TEST INSTRUMENTS WERE INVOLVED IN THE STUDY--(1) READING COMPREHENSION THEORY TEST, (2) READING COMPREHENSION SOLICITATION-RESPONSE INVENTORY, (3) CONGRUENCE-INCONGRUENCE DIMENSION, (4) SOLICITATION-RESPONSE UNIT, AND (5) SOLICITATION-RESPONSE EPISODE. THE SAMPLE CONSISTED OF SECOND-, FOURTH-, AND SIXTH-GRADE TEACHERS DRAWN AT RANDOM FROM 16 ELEMENTARY SCHOOLS IN SAN ANGELO, TEXAS. THE STUDY RESULTS ARE PRESENTED IN TERMS OF COMPREHENSION THEORY, COMPREHENSION DEVELOPMENT, AND THE RELATIONS BETWEEN KNOWLEDGE AND PRACTICE. IMPLICATIONS ARE MADE FOR PRESERVICE AND INSERVICE TEACHER EDUCATION. (JC)

ED 010 192 24
CAREER PATTERNS ANALYSIS OF A SELECTED GROUP OF FORMER VOCATIONAL TEACHERS.
By- THOMPSON, JOHN F.
MICHIGAN STATE UNIV., EAST LANSING
REPORT NUMBER CRP-S-458 PUB DATE 66
REPORT NUMBER BR-5-8403
EDRS PRICE MF-$0.27 HC-$6.44 161P.

DESCRIPTORS- *CAREER CHOICE, *CAREERS, *EMPLOYMENT PRACTICES, *TEACHERS, *VOCATIONAL EDUCATION, CAREER PLANNING, EAST LANSING, EMPLOYMENT PATTERNS, LONGITUDINAL STUDY, MICHIGAN, OCCUPATIONS, QUESTIONNAIRES, TEACHER ATTITUDES, TEACHER CHARACTERISTICS, TEACHER EMPLOYMENT, VOCATIONAL INTERESTS, VOCATIONAL SCHOOLS,

AN ATTEMPT WAS MADE TO DISCERN THOSE FACTORS CONTRIBUTING TO THE CAREER DEVELOPMENT OF A SELECTED GROUP OF FORMER VOCATIONAL TEACHERS WHO (1) GRADUATED FROM MICHIGAN STATE UNIVERSITY IN 1952, 1956, 1958, 1960, AND 1961 QUALIFIED TO TEACH EITHER AGRICULTURE, BUSINESS, OR HOME ECONOMICS, (2) BEGAN TO TEACH VOCATIONAL EDUCATION IMMEDIATELY AFTER COLLEGE GRADUATION, AND (3) TAUGHT FOR 1 OR MORE YEARS, BUT WERE NOT TEACHING IN THE FALL OF 1965. LONGITUDINAL TYPE CAREER INFORMATION WAS GATHERED IN THE FOLLOWING CATEGORIES--(1) BACKGROUND AND PERSONAL INFORMATION, (2) CAREER CHOICE AND EDUCATIONAL HISTORY, (3) EMPLOYMENT HISTORY, (4) WORK VALUES, (5) TEACHING SATISFACTION, (6) REASONS FOR LEAVING TEACHING, (7) ATTITUDES TOWARD RE-ENTERING VOCATIONAL TEACHING, AND (8) SOCIAL MOBILITY. QUESTIONNAIRES WERE RETURNED BY 88 PERCENT WHICH RESULTED IN 205 CAREERS OF FORMER VOCATIONAL TEACHERS BEING ANALYZED FOR THE STUDY. ANALYSES INCLUDED USE OF THE CHI-SQUARE, KRUSKAL-WALLIS ONE-WAY ANALYSIS MODEL, SPEARMAN RANK CORRELATION COEFFICIENT, MILLER-FORM CAREER PATTERN PARADIGM, AND DESCRIPTIVE CAREER PATTERNS. IMPLICATIONS FOR VOCATIONAL TEACHER EDUCATION AND HYPOTHESES FOR FUTURE RESEARCH WERE PRESENTED. (JC)

ED 010 193 24
FACTORS AFFECTING PITCH DISCRIMINATION.
By- BERGAN, JOHN R.
UNIVERSITY OF KANSAS, LAWRENCE
REPORT NUMBER CRP-S-154 PUB DATE 66
REPORT NUMBER BR-5-8468
CONTRACT OEC-5-10-185
EDRS PRICE MF-$0.09 HC-$1.84 41P.

DESCRIPTORS- *AUDITION (HEARING), *AUDITORY DISCRIMINATION,

#AUDITORY PERCEPTION, #VISUAL PERCEPTION, EXPERIMENTAL PROGRAMS, FEEDBACK, KANSAS, LAWRENCE,

EFFECTS OF TONAL MEMORY OF TWO KINDS OF FACTORS WERE STUDIED. THE FACTORS WERE (1) THE CHARACTERISTICS OF STIMULI PRESENTED TO THE SUBJECT IN A PITCH IDENTIFICATION TASK, AND (2) THOSE EFFECTING THE RESPONSE THAT THE SUBJECT MAKES IN SUCH A TASK. FIVE HYPOTHESES WERE ADVANCED FOR STUDY. THE UNDERLYING ASSUMPTION WAS THAT THERE ARE IMPORTANT DIFFERENCES BETWEEN THE ACQUISITION OF LONG-TERM PITCH MEMORY AND THE ACQUISITION OF SHORT-TERM PITCH MEMORY. THREE EXPERIMENTS WERE CONDUCTED. THE FIRST EXPERIMENT WAS CONCERNED WITH TONAL MEMORY AND IDENTIFYING RESPONSE, THE SECOND EXPERIMENT WITH ACTIVITY LEVEL AND TONAL MEMORY, AND THE THIRD EXPERIMENT WITH THE EFFECTS OF VARIATIONS IN INTENSITY LEVEL AND FEEDBACK ON PITCH IDENTIFICATION. RESULTS INDICATED THAT (1) LEARNING DID NOT OCCUR WHEN THE DELAY BETWEEN THE STANDARD AND VARIABLE TONE WAS 10 SECONDS, (2) THE 50-DECIBEL STANDARD PITCH WAS SUPERIOR TO THE 50-DECIBEL VARIABLE PITCH, (3) AUDITORY FEEDBACK IS SUPERIOR TO VISUAL FEEDBACK AND DELAYED FEEDBACK IN FACILITATING PITCH IDENTIFICATION, AND (4) IT IS ADVANTAGEOUS TO PROVIDE IMMEDIATE AUDITORY FEEDBACK TO STUDENTS IDENTIFYING PITCHES. (HB)

ED 010 194 24

A PRELIMINARY ANALYSIS OF AN OBSERVATION SCHEDULE DESIGNED TO IDENTIFY THE TEACHER-CLASSROOM VARIABLES WHICH FACILITATE PUPIL CREATIVE GROWTH.

By- DENNY, DAVID A.

INDIANA UNIV., BLOOMINGTON

REPORT NUMBER BR-6-8235 PUB DATE 66

EDRS PRICE MF-$0.36 HC-$8.04 201P.

DESCRIPTORS- #BEHAVIOR, #CREATIVITY, #PSYCHOLOGICAL TESTING, #SIXTH GRADE, #TEACHERS, BLOOMINGTON, CLASSROOMS, CREATIVITY RESEARCH, DENNY-RUSCH-IVES CLASSROOM OBSERVATION SCHEDULE, GUILFORD, INDIANA, OBSERVATION (RESEARCH), STUDENT BEHAVIOR,

THE PURPOSE OF THE RESEARCH WAS TO CONDUCT A PRELIMINARY ANALYSIS OF THE DENNY, RUSCH, IVES CLASSROOM OBSERVATION SCHEDULE DESIGNED TO IDENTIFY THE COMPLEX OF TEACHER AND PUPIL BEHAVIORS WHICH CONTRIBUTE TO PUPIL GAIN IN CREATIVITY. INTERRELATIONS OF PUPIL GAINS IN CREATIVITY WITH TEACHER PUPIL BEHAVIOR VARIABLES WERE ANALYZED. THE SAMPLE WAS LIMITED TO 30 SIXTH-GRADE CLASSROOMS WITHIN A 90-MILE RADIUS IN A MIDWESTERN STATE. MEAN IQ RANGED FROM 92 TO 117. MEAN SOCIOECONOMIC RATINGS RANGED FROM 3.67 TO 5.57 ON A SEVEN-POINT SCALE. MOST TEACHERS HELD B.S. DEGREES AND HAD TAUGHT SIXTH GRADE AN AVERAGE OF 7.33 YEARS. CREATIVITY WAS MEASURED USING A BATTERY OF TESTS PREPARED BY J.P. GUILFORD. PRETESTS AND POST-TESTS WERE ADMINISTERED. TEST VALIDITY WAS CHECKED BY CORRELATION OF EACH SUBTEST WITH A PEER NOMINATION AND INTEREST INVENTORY. OBSERVATIONS WERE MADE BY A TEAM OF THREE OBSERVERS WHO WERE TRAINED FOR THE OBSERVATION VISITS. THREE RANDOMLY SCHEDULED VISITS WERE MADE TO EACH OF 30 CLASSROOMS. ANALYSIS OF OBSERVATIONS AND ANALYSIS OF VARIANCE WERE USED. CONCLUSIONS INDICATED--(1) SCHEDULES SEEMED TO DIFFERENTIATE BETWEEN CLASSROOMS, (2) OBSERVATION SCHEDULE ITEMS SEEMED TO MEASURE DIFFERENT ASPECTS OF TEACHER-PUPIL BEHAVIOR, (3) BEHAVIORS SEEMED TO DIFFER FROM SITUATION TO SITUATION IN A SAMPLE OF THREE VISITS, (4) THE SCHEDULE SEEMED TO BE OBJECTIVE, (5) OTHER SOURCES OF VARIANCE WERE NOT ACCOUNTED FOR IN THE ANALYSIS OF THE SCHEDULE, (6) IDENTIFIED CHANGES IN THE OBSERVATION SCHEDULE MAY IMPROVE THE RELIABILITY, (7) RELIABILITY AND OBJECTIVITY COEFFICIENTS WERE EQUAL TO OR GREATER THAN PREVIOUSLY REPORTED SCHEDULES, AND (8) THE SCHEDULE WAS VALID FOR DIFFERENTIATING BETWEEN HIGH OR LOW MEAN-GAIN CLASSROOMS ON FLEXIBILITY AND REDEFINITION. (HB)

ED 010 195 08

OFFICE AND BUSINESS EDUCATION TEACHER TRAINING CLINICS.

By- COOK, FRED S.

WAYNE STATE UNIV., COLL. OF EDUCATION, DETROIT

REPORT NUMBER BR-6-1522 PUB DATE 66

GRANT OEG-3-6-061522-0437

EDRS PRICE MF-$0.18 HC-$3.88 97P.

DESCRIPTORS- #CLINICS, #GUIDES, #OFFICE OCCUPATIONS EDUCATION, #TEACHER EDUCATION, #TEACHER PROGRAMS, BUSINESS EDUCATION, CURRICULUM GUIDES, DETROIT, DISTRIBUTIVE EDUCATION, EMPLOYMENT QUALIFICATIONS, JOB TRAINING, MICHIGAN, PROGRAM GUIDES, REGIONAL PROGRAMS, TEACHER QUALIFICATIONS, TEACHING GUIDES, VOCATIONAL EDUCATION, WORK EXPERIENCE PROGRAMS,

A REPORT SUMMARIZES THE RESULTS OF A SERIES OF OFFICE OCCUPATIONS TEACHER EDUCATION CLINICS IN WHICH SUGGESTED GUIDELINES WERE DEVELOPED FOR THE PREPARATION OF OFFICE OCCUPATIONS TEACHERS. A SERIES OF CLINICS GAVE THE OPPORTUNITY FOR LEADERS IN THE FIELDS OF OFFICE OCCUPATIONS EDUCATION AND BUSINESS EDUCATION TO ESTABLISH MINIMUM REQUIREMENTS FOR OFFICE OCCUPATIONS TEACHERS. PHASE ONE WAS A PLANNING CLINIC HELD MARCH 7-10, 1966. THIS CLINIC, COMPOSED OF CITY AND STATE EDUCATION SUPERVISORS, TEACHER EDUCATORS, AND CONSULTANTS, DEVELOPED PRELIMINARY GUIDELINES. AFTER REVISION, THE GUIDELINES WERE MAILED TO ABOUT 1,200 CITY AND STATE SUPERVISORS AND TEACHER EDUCATORS FOR COMMENT. PHASE TWO WAS A SERIES OF NINE REGIONAL CLINICS, HELD WINTER-SPRING, 1966. A CONSULTANT FROM EACH OF THE NINE H.E.W. REGIONS PRESENTED THE PRELIMINARY GUIDELINES AT A CLINIC IN HIS REGION. REACTIONS WERE OBTAINED AND REVISED DRAFTS PREPARED. PHASE 3 WAS A NATIONAL CLINIC HELD JUNE 1-3, 1966. REVISED GUIDELINES WERE REVIEWED, NEW ONES PROPOSED, AND A FINAL SET DERIVED. PLANS WERE MADE TO EDIT AND DISSEMINATE THE GUIDELINES TO ALL CITY AND STATE SUPERVISORS OF OFFICE OCCUPATIONS EDUCATION AND BUSINESS TEACHER EDUCATORS IN THE UNITED STATES. PHASE 4 WAS AN EDITORIAL COMMITTEE HELD JUNE 4-6, 1966. AN EDITORIAL STAFF REVIEWED AND REVISED THE GUIDELINES DEVELOPED IN PHASE THREE. THE FINAL SET OF 19 GUIDELINES WERE PRESENTED IN THE REPORT. (JC)

ED 010 196 24

SELF-CONTROL IN CHILDREN.

By- WALSH, RICHARD P.

SOUTHERN ILLINOIS UNIV., EDWARDSVILLE CAMPUS

REPORT NUMBER CRP-2971 PUB DATE SEP 66

REPORT NUMBER BR-5-0327

CONTRACT OEC-5-10-301

EDRS PRICE MF-$0.18 HC-$2.48 62P.

DESCRIPTORS- #CHILDREN, #DISCIPLINE, #PARENT ATTITUDES, #PARENT REACTION, #PARENTAL BACKGROUND, CHILD DEVELOPMENT,

CHILDHOOD ATTITUDES, EDWARDSVILLE, ILLINOIS, INDIVIDUAL DEVELOPMENT,

THIS STUDY HAD TWO MAJOR OBJECTIVES--(1) TO STUDY CHANGE IN SELF-CONTROL AS A FUNCTION OF CHRONOLOGICAL AGE, AND (2) TO INVESTIGATE CERTAIN MAJOR VARIABLES PREVIOUSLY SUGGESTED AS MAJOR CORRELATES OF THIS DEVELOPMENT--NAMELY SEX, PARENTAL ATTITUDES, AND TYPES OF SETTING. IT WAS STATISTICALLY CONCLUDED THAT THE MAJOR VARIABLES CONCERNED, SUCH AS EXPERIMENTER, TEACHER, AND COOPERATING FAMILIES, HAD NO APPRECIABLE EFFECT ON THE COLLECTED DATA. OTHER CONCLUSIONS WERE--(1) THERE WERE NO DIFFERENCES BETWEEN BOYS AND GIRLS IN THEIR ABILITY TO RESIST TEMPTATION, (2) GIRLS TENDED TO SHOW MORE CONTROL THAN BOYS IN THAT THEY RESISTED THE TEMPTATION OBJECTS FOR A LONGER PERIOD OF TIME AND PLAYED WITH THEM LESS AFTER FINALLY SUCCUMBING, (3) THERE WERE NO DIFFERENCES BETWEEN THE AGE GROUPS FOR EITHER SEX IN THEIR ABILITY TO RESIST TEMPTATION, THE TIME IT TOOK OFFENDERS TO SUCCUMB, OR THE AMOUNT OF TIME ENGAGED IN TEMPTATION BEHAVIOR, (4) THE CHILD'S BEHAVIOR IN REGARD TO SELF-CONTROL WOULD APPEAR TO BE RELATED TO THE SETTING IN WHICH HE IS OBSERVED, (5) CHILDREN WHO ARE WELL BEHAVED AT HOME WILL NOT NECESSARILY BE PERCEIVED THAT WAY IN THE SCHOOL SITUATION, (6) CHILDREN WITH WARM, ACCEPTING MOTHERS TEND TO EXHIBIT LESS SELF-CONTROL THAN CHILDREN OF MOTHERS WHO ARE LESS WARM AND MORE STRICT IN THEIR APPROACH TO CHILD REARING, AND (7) FATHERS' ATTITUDE TOWARD CHILD REARING DID NOT APPEAR TO BE SIGNIFICANTLY RELATED TO THE BEHAVIOR OF THE CHILDREN IN THIS STUDY. (LP)

ED 010 197 24

RESISTANCE TO REORGANIZATION OF SCHOOL DISTRICTS AND GOVERNMENT IN METROPOLITAN AREAS.

BY- ZIMMER, BASIL G. HAWLEY, AMOS H.

BROWN UNIV., PROVIDENCE

REPORT NUMBER CRP-1044 PUB DATE 66

REPORT NUMBER BR-5-0435

EDRS PRICE MF-$0.45 HC-$13.48 337P.

DESCRIPTORS- *CHANGING ATTITUDES, *COMMUNITY INFLUENCE, *SCHOOL REDISTRICTING, *SUBURBAN SCHOOLS, *URBAN SCHOOLS, ADJUSTMENT PROBLEMS, BOARD OF EDUCATION, CITY GOVERNMENT, GOVERNMENT ROLE, LEGISLATION, PROVIDENCE, RHODE ISLAND, SCHOOL ORGANIZATION, SCHOOL TAXES, URBAN AREAS,

A STUDY WAS MADE OF THE VARIOUS FACTORS WHICH CAUSE THE FAILURE OF SCHOOL REORGANIZATION PROPOSALS TO WIN POPULAR SUPPORT. SIX CITIES WERE SELECTED. A RANDOM SAMPLE OF 3,000 RESIDENTS AND A MATCHED SAMPLE OF 630 PUBLIC OFFICIALS WERE INTERVIEWED. DATA WERE GATHERED FROM RESIDENTS AND OFFICIALS ON THEIR (1) LEVEL OF KNOWLEDGE OF SCHOOLS, (2) LEVEL OF PARTICIPATION, (3) SCHOOL EVALUATIONS, (4) VIEWS ON TAXES AND SUPPORT OF SCHOOLS, (5) VIEWS ON REORGANIZATION OF SCHOOL DISTRICTS, AND (6) VIEWS OF PUBLIC OFFICIALS. A RELATIONSHIP BETWEEN THE SIZE OF THE AREA AND THE DEGREE OF RESISTANCE TO CHANGE WAS FOUND SIGNIFICANT. THE GENERAL FINDINGS INDICATED THAT ANY EFFORT TOWARD REORGANIZATION SHOULD BE FOCUSED ON THE SUBURBAN AREAS. (RS)

ED 010 198 24

RELATIONSHIP BETWEEN HOLLAND VOCATIONAL INVENTORY SCORES AND PERFORMANCE MEASURES OF HIGH SCHOOL STUDENTS.

BY- DAYTON, C. MITCHELL UHL, NORMAN P.

UNIVERSITY OF MARYLAND, COLLEGE PARK

REPORT NUMBER CRP-3142 PUB DATE AUG 66

EMORY UNIV., ATLANTA

REPORT NUMBER BR-5-0581

EDRS PRICE MF-$0.27 HC-$5.96 149P.

DESCRIPTORS- *OCCUPATIONAL CHOICE, *PREDICTIVE ABILITY (TESTING), *PSYCHOLOGICAL TESTING, *STUDENT BEHAVIOR, *VOCATIONAL INTERESTS, ACADEMIC ACHIEVEMENT, ATLANTA, COLLEGE PARK, EDUCATIONAL RESEARCH, GEORGIA, HIGH SCHOOLS, MARYLAND, PERFORMANCE, PREDICTION, VOCATIONAL REFERENCE INVENTORY,

THE PURPOSE OF THIS STUDY WAS TO IMPROVE THE PREDICTION OF A STUDENT'S PERFORMANCE IN A SPECIFIC HIGH SCHOOL. THREE HYPOTHESES WERE STRUCTURED--(1) THE GREATER THE CONGRUENCE BETWEEN A STUDENT VOCATIONAL PREFERENCE INVENTORY (VPI) PROFILE AND THE OVERALL GRADE LEVEL PROFILE, THE BETTER IS THE STUDENT'S ACADEMIC ACHIEVEMENT AND BEHAVIOR AS MEASURED BY UNEXCUSED ABSENCES AND DISCIPLINARY REFERRALS, (2) THE GREATER THE CONGRUENCE BETWEEN A STUDENT VPI PROFILE OF THE CURRICULUM IN WHICH HE IS ENROLLED, THE BETTER IS THE STUDENT'S ACADEMIC ACHIEVEMENT AND BEHAVIOR AS MEASURED BY UNEXCUSED ABSENCES AND DISCIPLINARY REFERRALS, AND (3) THE PERFORMANCE OF A STUDENT IN A CLASSROOM IS RELATED TO THE STUDENT'S VPI PROFILE AND TO TEACHER RATINGS OF STUDENT CLASSROOM BEHAVIOR. THE DESIGN INVOLVED THE COLLECTION OF POPULATION-WIDE DATA FOR SIX PUBLIC SCHOOLS, THREE LOCATED IN MARYLAND AND THREE LOCATED IN GEORGIA. ANALYSES WERE CARRIED OUT AT THREE LEVELS CHOSEN TO COINCIDE WITH THE GRADES 10, 11, AND 12. IN GENERAL, CORRELATIONAL AND DISCRIMINATORY STATISTICAL TECHNIQUES WERE UTILIZED FOR ALL DATA ANALYSIS. RESULTS WERE SUMMARIZED BY HYPOTHESES. THE FIRST HYPOTHESIS WAS SUPPORTED BY THE EVIDENCE. THE SECOND HYPOTHESIS EVIDENCE WAS SUGGESTIVE, BUT NOT CONCLUSIVE. EVIDENCE CONFIRMED THE THIRD HYPOTHESIS AND SUGGESTED SOME OF THE DYNAMICS UNDERLYING REWARD IN THE CLASSROOM. (HB)

ED 010 199 56

PROMPTING AS AN INSTRUCTIONAL VARIABLE IN CLASSROOM SIMULATION, FINAL REPORT.

BY- TWELKER, PAUL A.

OREGON STATE SYSTEM OF HIGHER EDUC., TEACHING RES. DIV.

REPORT NUMBER NDEA-VIIA-1366 PUB DATE 30 APR 66

REPORT NUMBER BR-5-0930

REPORT NUMBER R-52

GRANT OEG-7-47-9015-276

EDRS PRICE MF-$0.18 HC-$2.96 74P.

DESCRIPTORS- *LEARNING THEORIES, *PROMPTING, *REINFORCEMENT, *STUDENT REACTION, *TRANSFER OF TRAINING, MONMOUTH, OREGON, STIMULUS DEVICES,

STUDENT PROMPTING WAS INVESTIGATED AS A MEANS OF ENHANCING LEARNING EFFICACY. IT WAS HYPOTHESIZED THAT BOTH (1) LEARNERS WHO ARE GIVEN GENERAL INFORMATION WHICH IDENTIFIED THE TYPE OF PROBLEM TO WHICH A RESPONSE IS REQUIRED (CLASSIFICATION PROMPTS) AND (2) LEARNERS WHO ARE GIVEN INFORMATION THAT HELPS IDENTIFY APPROPRIATE RESPONSES (STANDARD PROMPTS) WOULD TAKE FEWER TRIALS TO LEARN AND SCORE HIGHER ON A TRANSFER TEST THAN LEARNERS WHO ARE NOT GIVEN THESE PROMPTS. MATCHED GROUPS OF JUNIOR-LEVEL COLLEGE STUDENTS WERE USED TO STUDY THE TWO TYPES OF PROMPTS, AND A

PRETEST WAS USED AS THE CONTROL VARIABLE. THE POST-TEST WAS ADMINISTERED AS A TEST OF TRANSFER FROM PREVIOUS INSTRUCTIONAL SEQUENCES, AND VARIOUS MEASURES OF LEARNING RATE, TRANSFER, AND AFFECTIVITY WERE OBTAINED. THE HYPOTHESIS OF THE STUDY WAS NOT SUPPORTED BY THE RESULTS. THE PRESENTATION OF CLASSIFICATION PROMPTS HAD NO MEASURABLE EFFECT ON LEARNING OR TRANSFER. THE STANDARD PROMPTS MADE LEARNING MORE EFFICIENT IN NUMBER OF SESSIONS REQUIRED FOR LEARNING AND IN AIDING THE ADEQUACY OF THE SUBJECT'S FIRST RESPONSE IN TRAINING ON EACH PROBLEM ADMINISTERED. THE EFFECTS OF THESE LATTER PROMPTS, HOWEVER, WERE NOT CONSISTENT IN AFFECTING ABILITY TO RESPOND TO TRANSFER TASKS. (JH)

ED 010 200 24

A NONVERBAL HEARING TEST FOR CHILDREN WITH DEAFNESS.
By- FRISINA, D. ROBERT JOHNSON, DONALD D.
GALLAUDET COLLEGE, WASHINGTON, D.C.
REPORT NUMBER CRP-1004 PUB DATE 66
REPORT NUMBER BR-5-0962
EDRS PRICE MF-$0.27 HC-$5.24 131P.

DESCRIPTORS- *ADULTS, *AUDIOVISUAL AIDS, *CHILDREN, *DEAF EDUCATION, *STIMULUS DEVICE, BEKESY AUDIOMETRY, B70A BONE CONDUCTION TRANDUCER, DEAF, DISTRICT OF COLUMBIA, EXPERIMENTAL PROGRAMS, EXPERIMENTAL TEACHING, GRASON STADLER E800, PROGRAMED INSTRUCTION,

SERIES OF EIGHT CONSECUTIVE AND RELATED EXPERIMENTS WERE COMPLETED. THESE WERE PART OF THE DEVELOPMENT AND QUANTIFICATION OF VIBROTACTILE CONDITIONING PROCEDURES THAT LED TO THE MEASUREMENT OF HEARING IN DEAF AND HEARING SUBJECTS RANGING IN AGE FROM ADULTS TO AS YOUNG AS 2 1/2 YEARS. A MODIFICATION OF THE RADIOEAR B-70A BONE CONDUCTION TRANSDUCER WAS COUPLED WITH THE GRASON-STADLER E-800 AUDIOMETER TO PROVIDE A PROGRAMED STIMULUS USED TO INSTRUCT, NONVERBALLY, DEAF AND HEARING SUBJECTS TO PERFORM STANDARD BEKESY AUDIOMETRY. CROSS-MODALITY STIMULUS GENERALIZATION FROM A VIBROTACTILE TO AN AUDITORY STIMULUS WAS FOUND TO TAKE PLACE ROUTINELY IN ALL AGE GROUPS ABOVE 5 YEARS. THE PROCEDURE USED A MODIFICATION TO THE E-800 AUDIOMETER THAT ALLOWED A SINGLE PRESS OF THE RESPONSE SWITCH BY THE SUBJECT TO MEASURE ONE'S ASCENDING THRESHOLD. A TOTAL OF 213 SUBJECTS WAS USED IN THIS PROJECT. ANALYSIS OF RESULTS INCLUDED PARAMETRIC AND NONPARAMETRIC STATISTICS USING THE ANALYSIS OF VARIANCE APPROACH. (MB)

ED 010 201 24

CONCEPT LEARNING AND PROBLEM SOLVING--A BIBLIOGRAPHY, 1950-64.
By- KLAUSMEIER, HERBERT J. AND OTHERS
UNIV. OF WISCONSIN, MADISON CAMP. RES.AND DEV.CTR.
REPORT NUMBER CRP-2850-TR-1 PUB DATE 65
REPORT NUMBER BR-5-0216-TR-1
REPORT NUMBER TR-1
CONTRACT OEC-5-10-154
EDRS PRICE MF-$0.18 HC-$3.48 87P.

DESCRIPTORS- *BIBLIOGRAPHY, *CONCEPT FORMATION, *PROBLEM SOLVING, *RESEARCH AND DEVELOPMENT CENTERS, *TAXONOMY, CONCEPT TEACHING, FUNDAMENTAL CONCEPTS, LEARNING PROCESSES, MADISON, PERIODICALS, PUBLICATIONS, TEACHING TECHNIQUES, WISCONSIN,

THIS TECHNICAL REPORT PRESENTS A DEFINITION OF CONCEPT, A TAXONOMY OF VARIABLES SIGNIFICANT IN CONCEPT LEARNING, AND A BIBLIOGRAPHY OF ARTICLES DEALING WITH CONCEPT LEARNING AND PROBLEM SOLVING. A TOTAL OF 46 PERIODICALS SELECTED FOR SCANNING WERE THOSE KNOWN TO CONTAIN ARTICLES CONCERNED WITH PROBLEM SOLVING AND CONCEPT FORMATION. THE TEXT OF THESE ARTICLES IN ALL ISSUES FROM 1950 TO 1964 WAS EXAMINED TO DETERMINE WHETHER THE ARTICLE MET ALL OF THE ESTABLISHED CRITERIA FOR INCLUSION IN THE BIBLIOGRAPHY. THE BIBLIOGRAPHY WAS PRESENTED IN THREE SECTIONS--(1) CONCEPT-LEARNING ARTICLES, ALPHABETICALLY BY AUTHOR, (2) PROBLEM-SOLVING ARTICLES, ALPHABETICALLY BY AUTHOR, AND (3) ALL ARTICLES BY JOURNAL AND YEAR. RESPONSES TO THE DEFINITION, TAXONOMY, AND LIST OF ARTICLES WERE INVITED. (JC)

ED 010 202 24

THE EFFECTS ON ACHIEVEMENT TEST RESULTS OF VARYING CONDITIONS OF EXPERIMENTAL ATMOSPHERE, NOTICE OF TEST, TEST ADMINISTRATION, AND TEST SCORING.
By- GOODWIN, WILLIAM L. AND OTHERS
UNIV. OF WISCONSIN, MADISON CAMP. RES.AND DEV.CTR.
REPORT NUMBER CRP-2850-TR-2 PUB DATE 65
REPORT NUMBER BR-5-0216-TR-2
REPORT NUMBER TR-2
CONTRACT OEC-5-10-154
EDRS PRICE MF-$0.09 HC-$2.24 56P.

DESCRIPTORS- *ACHIEVEMENT, *ENVIRONMENTAL INFLUENCES, *RESEARCH AND DEVELOPMENT CENTER, *SCORING, *TESTING, ARITHMETIC, ELEMENTARY SCHOOL STUDENTS, MADISON, TEST RESULTS, TESTING PROGRAMS, WISCONSIN,

NULL HYPOTHESES WERE TESTED TO DETERMINE THE DIFFERENTIAL EFFECTS OF (1) EXPERIMENTAL ATMOSPHERE AND ABSENCE OF SAME, (2) NOTICE OF TEST (10 SCHOOL DAYS) AND NO NOTICE (1 SCHOOL DAY), (3) TEACHER ADMINISTRATION AND OUTSIDE ADMINISTRATION OF TESTS, AND (4) TEACHER SCORING AND OUTSIDE SCORING OF TESTS. SIXTH-GRADE CLASSES (N=64), EACH FROM A DIFFERENT SCHOOL IN A LARGE MIDWESTERN CITY, WERE RANKED AND GROUPED INTO FOUR STRATA ON THE BASIS OF ARITHMETIC ACHIEVEMENT. WITHIN EACH STRATUM, CLASSES WERE RANDOMLY ASSIGNED TO 1 OF 16 EXPERIMENTAL TREATMENTS GENERATED BY A FACTORIAL DESIGN USING 4 INDEPENDENT VARIABLES. WRITTEN INSTRUCTIONS WERE USED. THE RESULTING CLASS MEANS FOR EACH OF 3 SUBTESTS IN THE EXAMINATION WERE SUBJECTED TO A 4X2 ANALYSIS OF VARIANCE. THE ERROR TERM WAS COMPOSED BY POOLING SELECTED HIGHER-ORDER INTERACTIONS. THE FOLLOWING CONCLUSIONS WERE REACHED--(1) ADVANCE NOTICE OF TEST DATE HAS A SIGNIFICANT EFFECT UPON PUPIL TEST PERFORMANCE WHEN TESTS INCLUDE NOVEL CONCEPTS WHICH ARE EASILY TAUGHT, (2) TEACHER ADMINISTRATION OF STANDARDIZED TESTS HAS A SIGNIFICANT EFFECT ON PUPIL TEST PERFORMANCE AS COMPARED WITH TEST ADMINISTRATION BY OUTSIDE PERSONNEL, (3) EXPERIMENTAL ATMOSPHERE, COMBINED WITH NOTICE OF TESTING, RESULTS IN SIGNIFICANTLY HIGHER PUPIL TEST PERFORMANCE WHEN TESTS INCLUDE NOVEL CONCEPTS WHICH ARE EASILY TAUGHT, (4) NO NOTICE OF TESTING, COMBINED WITH OUTSIDE SCORING, RESULTS IN SIGNIFICANTLY LOWER PUPIL TEST PERFORMANCE, AND (5) OUTSIDE SCORES PRODUCED HIGHER-GRADE PLACEMENTS THAN TEACHER SCORERS IN HIGH-ACHIEVING CLASSES RATHER THAN IN LOW-ACHIEVING CLASSES AND VICE VERSA. (MB)

ED 010 203 24

THE EFFECTS OF INSTRUCTIONS, CONCEPT COMPLEXITY, METHOD OF PRESENTATION, AND ORDER OF CONCEPTS UPON A CONCEPT ATTAINMENT TASK.

BY- FREDRICK, WAYNE C. KLAUSMEIER, HERBERT J.
UNIV. OF WISCONSIN, MADISON CAMP. RES.AND DEV.CTR.

REPORT NUMBER CRP-2850-TR-3 PUB DATE 65
REPORT NUMBER BR-5-0216-TR-3
REPORT NUMBER TR-3
CONTRACT OEC-5-10-154
EDRS PRICE MF-$0.09 HC-$1.40 35P.

DESCRIPTORS- *COLLEGE STUDENTS, *CONCEPT FORMATION, *PERFORMANCE FACTORS, *RESEARCH AND DEVELOPMENT CENTERS, *SEX DIFFERENCES, CONCEPT TEACHING, FUNDAMENTAL CONCEPTS, LEARNING PROCESSES, MADISON, PERFORMANCE, TASK PERFORMANCE, WISCONSIN,

AN EXPERIMENT WAS CONDUCTED TO DETERMINE THE FUNCTIONAL RELATIONSHIPS BETWEEN SUCH VARIABLES AS TYPE OF MATERIAL, NUMBER OF RELEVANT ATTRIBUTES, AND PERFORMANCE OF A PERSON ATTAINING CONCEPTS. CONCEPT ATTAINMENT BOARDS OF THE BRUNER (1956) TYPE WERE USED, AND VARIOUS PARAMETERS CONTAINED IN THE BOARDS WERE MANIPULATED. THE NUMBER OF RELEVANT AND IRRELEVANT ATTRIBUTES IN A CONCEPT WAS VARIED. INSTRUCTION, THE TYPE OF PROBLEM, PROBLEM ORDER, AND THE TYPE OF BOARD (FIGURAL OR VERBAL) WERE ALSO TREATED AS VARIABLES. INSTRUCTIONS FOR THE TASK WERE EITHER GIVEN TO THE 64 FEMALE AND 48 MALE SUBJECTS BY A TAPE RECORDING OR FROM A BOOKLET. FOUR DISTINCT SEQUENCES OF CONCEPTS WERE DEVELOPED AND EACH SEQUENCE WAS USED WITH SIX MALES AND EIGHT FEMALES. THE DEPENDENT VARIABLES WERE TIME-TO CRITERION AND NUMBER OF CARD CHOICES. RESULTS FROM THE VERBAL CONCEPTS SHOWED THAT SEX, INSTRUCTIONS, AND CONCEPT ORDER HAD NO SIGNIFICANT EFFECT. THE J-2 CONCEPTS (COMBINATIONS OF TWO) WERE EASIER THAN THE J-3, (COMBINATIONS OF THREE) AND RECEPTION CONCEPTS WERE EASIER THAN SELECTION CONCEPTS. ON THE TWO TRAINING CONCEPTS, THE J-3 CONCEPT WAS EASIER THAN THE J-2 BOTH IN TERMS OF TIME AND NUMBER OF CARD CHOICES. IT WAS HYPOTHESIZED THAT UNUSUAL RESULTS OBTAINED FROM THE FIGURAL BOARD CONCEPT WERE DUE TO THE SALIENCE LEVELS OF THE ATTRIBUTES. IT WAS FURTHER HYPOTHESIZED THAT ANY ANALYSIS OF CONCEPT MUST CONSIDER NUMBER OF RELEVANT AND IRRELEVANT ATTRIBUTES AND THE SALIENCE LEVEL. (JC)

ED 010 204 24

THE ATTAINMENT OF CONCEPTS FROM FIGURAL AND VERBAL INSTANCES, BY INDIVIDUALS AND PAIRS.

BY- RAMSAY, JAMES G. KLAUSMEIER, HERBERT J.
UNIV. OF WISCONSIN, MADISON CAMP. RES.AND DEV.CTR.

REPORT NUMBER CRP-2850-TR-4 PUB DATE 65
REPORT NUMBER BR-5-0216-TR-4
REPORT NUMBER TR-4
EDRS PRICE MF-$0.09 HC-$0.88 22P.

DESCRIPTORS- *CONCEPT FORMATION, *PERFORMANCE, *RESEARCH AND DEVELOPMENT CENTERS, *STIMULUS BEHAVIOR, *VERBAL LEARNING, COGNITIVE PROCESSES, COLLEGE STUDENTS, CONCEPT TEACHING, FUNDAMENTAL CONCEPTS, GROUP ACTIVITIES, INDIVIDUAL ACTIVITIES, LEARNING PROCESSES, MADISON, PERFORMANCE FACTORS, TASK PERFORMANCE, WISCONSIN,

AN ATTEMPT WAS MADE TO CLARIFY RELATIONSHIPS BETWEEN TWO VARIABLES TAKEN FROM TWO MAJOR CLASSES--A VARIABLE RELATED TO CONDITIONS OF LEARNING AND A STIMULUS VARIABLE. SPECIFICALLY, THE STUDY DEALT WITH CONCEPT ATTAINMENT BY INDIVIDUALS AND IDENTIFIED THROUGH FIGURAL OR VERBAL INSTANCES. PERFORMANCE WAS ASSESSED WITH FIVE DEPENDENT VARIABLES--TIME-TO CRITERION, TOTAL NUMBER OF CARD CHOICES, NUMBER OF CARD CHOICES TO THE FIRST HYPOTHESIS, NUMBER OF HYPOTHESES OFFERED, AND NUMBER OF ATTRIBUTES CHECKED TO THE FIRST HYPOTHESIS. IT WAS FOUND THAT PAIRS WERE IN GENERAL EQUAL OR SUPERIOR TO INDIVIDUALS IN ATTAINING CONCEPTS. SUBJECTS USING FIGURAL MATERIAL WERE EQUAL TO OR BETTER THAN THOSE USING VERBAL MATERIAL IN ATTAINING CONCEPTS. WHEN ORDINAL POSITION OF THE CONCEPT IN THE SEQUENCE WAS PLOTTED AGAINST THREE DEPENDENT VARIABLES, IT WAS FOUND THAT PERFORMANCE WAS POOREST ON THE FIRST CONCEPT, THAT IT IMPROVED MARKEDLY ON THE SECOND, AND THAT IMPROVEMENT CONTINUED FOR THE THIRD AND FOURTH CONCEPT, BUT AT A SLOWER RATE. PROBLEM SEQUENCES LED TO DIFFERENCES IN PERFORMANCE AS MEASURED BY TIME-TO CRITERION AND NUMBER OF HYPOTHESES OFFERED. ALTERNATIVE EXPLANATIONS ARE SUGGESTED TO ACCOUNT FOR THE RESULTS. (JC)

ED 010 205 24

THE NEW PEDAGOGY.

BY- GLASER, ROBERT
UNIV. OF PITTSBURGH, LEARNING RES. AND DEV. CTR.

REPORT NUMBER BR-5-0253-1 PUB DATE NOV 65
EDRS PRICE MF-$0.09 HC-$1.16 29P.

DESCRIPTORS- *COMPUTER ORIENTED PROGRAMS, *CURRICULUM DEVELOPMENT, *EDUCATIONAL TRENDS, *LECTURE, *RESEARCH AND DEVELOPMENT CENTERS, *TEACHING METHODS, BEHAVIORAL SCIENCES, PENNSYLVANIA, PITTSBURGH, PROGRAMED INSTRUCTION, TEACHING TECHNIQUES,

THIS LECTURE, PRESENTED NOVEMBER 16, 1965, AT THE UNIVERSITY OF WASHINGTON, WAS THE SEVENTH IN A SERIES ENTITLED "EDUCATION IN AMERICA--THE CONTINUING CHALLENGES." THREE AREAS WERE DISCUSSED WHICH RELATE TO THE FORCES EXPECTED TO INFLUENCE EDUCATIONAL SYSTEMS--(1) THE INDIVIDUALIZATION OF INSTRUCTION, (2) COMPUTER-ASSISTED INSTRUCTION, AND (3) PSYCHOLOGICALLY BASED INSTRUCTIONAL DESIGN. (JC)

ED 010 206 24

THE DEVELOPMENT OF A SEQUENTIALLY SCALED ACHIEVEMENT TEST.

BY- COX, RICHARD C. GRAHAM, GLENN T.
UNIV. OF PITTSBURGH, LEARNING RES. AND DEV. CTR.

REPORT NUMBER BR-5-0253-6 PUB DATE 66
EDRS PRICE MF-$0.09 HC-$0.48 12P.

DESCRIPTORS- *ACHIEVEMENT TESTS, *BEHAVIOR RATING SCALE, *INDIVIDUAL INSTRUCTION, *SEQUENTIAL LEARNING, *TEST CONSTRUCTION, ABILITY IDENTIFICATION, FIRST GRADE, KINDERGARTEN, MEASUREMENT INSTRUMENTS, PENNSYLVANIA, PITTSBURGH, RATING SCALE, SECOND GRADE, SEQUENTIAL APPROACH,

THIS WORKING PAPER IS CONCERNED WITH THE DEVELOPMENT OF SEQUENTIALLY SCALED TESTS FOR STUDENTS RECEIVING INDIVIDUALIZED INSTRUCTION. THESE TESTS WERE DESIGNED TO INDICATE MASTERY OF DESIRED BEHAVIORS RATHER THAN TO DISCRIMINATE AMONG INDIVIDUALS. OBJECTIVES WERE IDENTIFIED AND ARRANGED SEQUENTIALLY. TESTS WERE GIVEN TO KINDERGARTEN,

FIRST-GRADE AND SECOND-GRADE CHILDREN IN ORDER TO OBTAIN A WIDE RANGE OF ABILITY LEVELS. THE RESULTS INDICATED THAT IT WAS POSSIBLE TO DEVELOP A SEQUENTIALLY SCALED ACHIEVEMENT TEST. (LP)

ED 010 207 24

RECENT DEVELOPMENTS IN DATA COLLECTION AND ANALYSIS FOR EXPERIMENTS.
By- RAGSDALE, RONALD
UNIV. OF PITTSBURGH, LEARNING RES. AND DEV. CTR.
REPORT NUMBER BR-5-0253-9 PUB DATE FEB 66
EDRS PRICE MF-$0.09 HC-$0.56 14P.

DESCRIPTORS- *COMPUTER PROGRAMS, *COMPUTERS, *DATA ANALYSIS, *DATA COLLECTION, EXPERIMENTAL PROGRAMS, PENNSYLVANIA, PITTSBURGH,

THIS WORKING PAPER OFFERS A BRIEF DESCRIPTION OF THE UTILIZATION OF COMPUTERS AS CONTROL DEVICES, LISTING BOTH THEIR ADVANTAGES AND DISADVANTAGES. SUCH OTHER APPLICATIONS AS SIMULATION AND "DATA PROCESSING" WERE NOT COVERED IN THIS DOCUMENT. (LP)

ED 010 208 24

STUDIES OF THE USE OF PROGRAMED INSTRUCTION IN THE CLASSROOM.
By- GLASER, ROBERT AND OTHERS
UNIV. OF PITTSBURGH, LEARNING RES. AND DEV. CTR.
REPORT NUMBER BR-5-0253-TR-1 PUB DATE MAY 66
REPORT NUMBER TR-1
CONTRACT OEC-2-10-057
EDRS PRICE MF-$0.27 HC-$7.76 194P.

DESCRIPTORS- *ARITHMETIC, *EDUCATIONAL RESEARCH, *ELEMENTARY SCHOOL STUDENTS, *PROGRAMED INSTRUCTION, *SPELLING, ACHIEVEMENT, CLASSROOM RESEARCH, CLASSROOM TECHNIQUES, CLASSROOMS, EVALUATION METHODS, EVALUATION TECHNIQUES, INDIVIDUAL INSTRUCTION, INDIVIDUALIZED PROGRAMS, MANAGEMENT, PENNSYLVANIA, PITTSBURGH, PROGRAMING, RESEARCH AND DEVELOPMENT CENTERS, TESTS,

DURING THE SCHOOL YEAR OF 1963-64, THE LEARNING RESEARCH AND DEVELOPMENT CENTER (UNIVERSITY OF PITTSBURGH) AND THE BALDWIN-WHITEHALL PUBLIC SCHOOLS OF PITTSBURGH INITIATED AN EXPERIMENTAL PROJECT TO INVESTIGATE THE FEASIBILITY OF A SYSTEM OF INDIVIDUALIZED INSTRUCTION IN AN ENTIRE K-6 SCHOOL. PART ONE DESCRIBED THE INITIAL WORK ON THE USE OF PROGRAMED MATERIAL IN AN INTACT CLASSROOM. SPECIFIC STUDIES IN ARITHMETIC AND SPELLING AND THE INVESTIGATION OF STUDENT VARIABLES SUCH AS ATTENTION, ATTITUDE, AND APTITUDE WERE DESCRIBED. A SOCIOLOGICAL STUDY OF SOME OF THE UNANTICIPATED CONSEQUENCES OF EDUCATIONAL INNOVATION ON SUPERVISION, TEACHERS, AND SCHOOL ORGANIZATION WAS PRESENTED ALSO. PART TWO DESCRIBED EXPLORATORY STUDIES ON THE INDIVIDUALIZATION OF INSTRUCTION IN FLEXIBLE CLASSROOM CONTEXTS. IMPLICATIONS FOR THE USE OF PROGRAMED INSTRUCTION WERE--(1) PROCEDURES NEED TO BE DEVELOPED TO PERMIT EFFECTIVE MANAGEMENT OF INDIVIDUALIZED PROGRESS, (2) PROCEDURES SHOULD INCLUDE DETAILED DIAGNOSTIC ASSESSMENT OF STUDENT CAPABILITY, (3) RESEARCH AND DEVELOPMENT SHOULD BE DIRECTED TO METHODOLOGY FOR EVALUATION OF EDUCATIONAL ACHIEVEMENT, AND (4) ACHIEVEMENT TESTS SHOULD EMPHASIZE PERFORMANCE MASTERY, AND SUBSEQUENT USE AND REUSE OF KNOWLEDGE AND SKILLS. (JC)

ED 010 209 24

MEASURES OF LEARNING RATES FOR ELEMENTARY SCHOOL STUDENTS IN MATHEMATICS AND READING UNDER A PROGRAM OF INDIVIDUALLY PRESCRIBED INSTRUCTION.
By- YEAGER, JOHN L.
UNIVERSITY OF PITTSBURGH
REPORT NUMBER BR-5-0253-THESIS-1
EDRS PRICE MF-$0.18 HC-$3.68 92P.

DESCRIPTORS- *INDIVIDUALIZED PROGRAMS, *LEARNING LABORATORY, *MATHEMATICS INSTRUCTION, *RATING SCALE, *READING INSTRUCTION, ELEMENTARY SCHOOL STUDENTS, INDIVIDUALIZED CURRICULUM, LEARNING EXPERIENCES, MEASUREMENT TECHNIQUES, PENNSYLVANIA, PERFORMANCE FACTORS, PITTSBURGH, PROGRAMED INSTRUCTION,

THE CONSISTENCY OF THREE MEASURES OF LEARNING RATE IN MATHEMATICS AND READING WAS STUDIED OVER DIFFERENT UNITS OF STUDY. STUDENTS OF GRADES ONE THROUGH SIX (N=152) WERE ASSIGNED TO A SPECIFIC LEVEL IN A CONTENT AREA BASED ON SUBJECT MASTERY. THE RATE MEASURES INCLUDED THE TOTAL NUMBER OF MATHEMATICS AND READING UNITS MASTERED BY A STUDENT, THE NUMBER OF DAYS A STUDENT REQUIRED TO MASTER A GIVEN UNIT, AND AN INDEX OF RATE OF LEARNING. THE RESULTS INDICATED THAT THE RATE OF STUDENT LEARNING, AS MEASURED, WAS SPECIFIC TO A GIVEN TASK, AND NOT A GENERAL FACTOR OPERATING UNIFORMLY IN ALL LEARNING SITUATIONS. NONCONSISTENT STUDENT-LEARNING RATE WAS FOUND BETWEEN THE CURRICULUM AREAS OF MATHEMATICS AND READING FOR THOSE RATE MEASURES PERTAINING TO SPECIFIC UNITS. FINALLY, THE LEVEL OF READING ACHIEVEMENT WAS NOT RELATED TO THE RATE OF LEARNING MEASURES FOR SPECIFIC UNITS. (RS)

ED 010 210 24

THE EFFECT OF AN INDIVIDUALLY PRESCRIBED INSTRUCTION PROGRAM IN ARITHMETIC ON PUPILS AT DIFFERENT ABILITY LEVELS.
By- DEEP, DONALD
UNIVERSITY OF PITTSBURGH, PA.
REPORT NUMBER BR-5-0253-THESIS-2 PUB DATE 66
EDRS PRICE MF-$0.18 HC-$4.16 104P.

DESCRIPTORS- *ABILITY GROUPING, *ARITHMETIC, *ELEMENTARY SCHOOL STUDENTS, *PERFORMANCE FACTORS, *PROGRAMED INSTRUCTION, ACHIEVEMENT TESTS, COMPARATIVE ANALYSIS, HIGH ACHIEVERS, INDIVIDUAL INSTRUCTION, INDIVIDUALLY PRESCRIBED INSTRUCTION (IPI), LOW ACHIEVERS, PENNSYLVANIA, PITTSBURGH,

A STUDY WAS CONDUCTED OF THE DIFFERENCES AMONG PUPILS OF DIFFERING ABILITY LEVELS BOTH IN PROGRESS AND ACHIEVEMENT. A COMPARISON OF THESE DIFFERENCES WAS THEN MADE WITH THOSE USING CONVENTIONAL INSTRUCTION PROGRAMS. TWENTY-THREE HYPOTHESES WERE TESTED TO DETERMINE IF SIGNIFICANT DIFFERENCES EXISTED AMONG LOW-, AVERAGE-, AND HIGH-ABILITY STUDENTS IN DIFFERENT GRADE LEVELS IN SCORES ON ARITHMETIC ACHIEVEMENT TESTS. THE EXPERIMENTAL GROUP CONSISTED OF 66 FOURTH-, FIFTH-, AND SIXTH-GRADE STUDENTS OF DIFFERING ABILITY LEVELS. ALL OF THESE STUDENTS STUDIED ARITHMETIC UNDER THE INDIVIDUALLY PRESCRIBED INSTRUCTION (IPI) PROGRAM. THE CONTROL GROUPS CONSISTED OF 399 STUDENTS MATCHED IN ABILITY AND GRADE LEVELS AS THE EXPERIMENTAL GROUP. THESE STUDENTS RECEIVED ARITHMETIC IN A TRADITIONAL CLASSROOM PROGRAM. VARIOUS ACHIEVEMENT MEASURES WERE IMPOSED FOR DATA

COLLECTION. ANALYSIS OF COVARIANCE WAS USED TO TEST THE SIGNIFICANT DIFFERENCES. THE FINDINGS INDICATED, IN GENERAL, HIGHER ABILITY STUDENTS PERFORMED AND MASTERED MORE THAN DID THE LOWER ABILITY STUDENTS UNDER THE IPI PROGRAM. THE CONCLUSIONS INDICATED, HOWEVER, NO SIGNIFICANT DIFFERENCE WAS FOUND AMONG HIGH-, AVERAGE, AND LOW-ABILITY STUDENTS IN ARITHMETIC PROBLEM-SOLVING SCORES WHEN ACCOUNTING FOR PRETEST PERFORMANCE. A NUMBER OF RECOMMENDATIONS FOR FURTHER RESEARCH WERE DISCUSSED. (RS)

ED 010 211 24

SEQUENTIALLY SCALED MATHEMATICS ACHIEVEMENT TESTS--CONSTRUCTION METHODOLOGY AND EVALUATION PROCEDURES.
By- GRAHAM, GLENN T.
UNIVERSITY OF PITTSBURGH
REPORT NUMBER BR-5-0253-THESIS-3 PUB DATE 66
EDRS PRICE MF-$0.27 HC-$5.40 135P.

DESCRIPTORS- *ACHIEVEMENT TESTS, *MATHEMATICS, *SEQUENTIAL APPROACH, *TEST CONSTRUCTION, *TEST VALIDITY, ELEMENTARY EDUCATION, GUTTMAN'S SCALOGRAM, METROPOLITAN ACHIEVEMENT TESTS, PENNSYLVANIA, PITTSBURGH, RATING SCALE,

THIS STUDY APPLIED GUTTMAN'S SCALOGRAM ANALYSIS METHODOLOGY TO TEST CONSTRUCTION, AND DEVELOPED EVALUATION PROCEDURES ON THE RELIABILITY, VALIDITY, AND ITEM ANALYSIS OF THE OBTAINED TESTS. THE METHODOLOGY FOR CONSTRUCTION WAS APPLIED IN FIVE AREAS OF ARITHMETIC ACHIEVEMENT--(1) ADDITION, (2) SUBTRACTION, (3) NUMERATION, (4) TIME-TELLING, AND (5) MONETARY CONCEPTS. SUBJECTS WERE OBTAINED FROM TWO ELEMENTARY SCHOOLS FOR TEST EVALUATIONS. A COMPARISON OF THE SCALED TEST RESULTS TO THE RESULTS OF THE "METROPOLITAN ACHIEVEMENT TESTS" WAS EMPLOYED. INCONSISTENT RESULTS APPEARED. THE CONCLUSIONS INDICATED THAT IT WAS POSSIBLE TO CONSTRUCT SEQUENTIALLY SCALED ACHIEVEMENT TESTS IN CERTAIN AREAS OF ARITHMETIC. FURTHER RESEARCH WAS SUGGESTED AT ALL GRADE LEVELS IN SUCH ARITHMETIC ACHIEVEMENT AREAS AS MULTIPLICATION, DIVISION, AND FRACTIONS. (RS)

ED 010 212 24

CONCEPT IDENTIFICATION AS A FUNCTION OF INSTRUCTIONS, LABELS, SEQUENCE, CONCEPT TYPE, AND TEST ITEM TYPE.
By- LYNCH, DANIEL O.
UNIV. OF WISCONSIN, MADISON CAMP. RES.AND DEV.CTR.
REPORT NUMBER CRP-2830-TR-6 PUB DATE 66
REPORT NUMBER BR-5-0216-TR-6
REPORT NUMBER TR-5
CONTRACT OEC-5-10-154
EDRS PRICE MF-$0.09 HC-$1.00 25P.

DESCRIPTORS- *CONCEPT FORMATION, *INSTRUCTIONAL IMPROVEMENT, *LEARNING PROCESSES, *RESEARCH AND DEVELOPMENT CENTERS, *STIMULUS BEHAVIOR, COLLEGE STUDENTS, MADISON, VISUAL DISCRIMINATION, VISUAL PERCEPTION, WISCONSIN,

THE EFFECTS OF INSTRUCTIONS, TYPE OF LABEL, TYPE OF CONCEPT, AND SEQUENCE OF CONCEPTS BY TYPE UPON CONCEPT IDENTIFICATION WERE INVESTIGATED IN THIS STUDY. PERFORMANCE WAS ANALYZED IN TERMS OF FOUR TYPES OF TEST ITEMS. INSTRUCTION, FOCUSING ON THE CONCEPT TO BE ATTAINED AND THE CONCEPT NATURE, WAS FOUND TO FACILITATE CONCEPT IDENTIFICATION SIGNIFICANTLY BETTER THAN INSTRUCTION DESIGNED ONLY TO ACQUAINT STUDENTS WITH STIMULUS MATERIALS. STUDENTS PERFORMED AS WELL ON A SEQUENCE IN WHICH THEY IDENTIFIED TWO CONJUNCTIVE CONCEPTS FOLLOWED BY DISJUNCTIVE CONCEPTS AS THEY DID ON A SEQUENCE OF TWO DISJUNCTION CONCEPTS FOLLOWED BY TWO CONJUNCTIVE CONCEPTS. PRIOR EXPERIENCE WITH EITHER CONJUNCTIVE OR DISJUNCTIVE CONCEPTS TENDED TO LOWER LATER PERFORMANCE ON THE OTHER TYPE OF CONCEPT. USE OF LABELS OF HIGH FREQUENCY OCCURRENCE DID NOT RESULT IN PERFORMANCE SIGNIFICANTLY DIFFERENT FROM THAT OF LABELS OF LOW FREQUENCY OCCURRENCE. EXAMPLES OF THE CONCEPT CONTAINING NEITHER OR BOTH RELEVANT ATTRIBUTES WERE EASIER FOR SUBJECTS TO CLASSIFY AS BELONGING OR NOT BELONGING TO THE CONCEPT THAN EXAMPLES WITH ONLY ONE OR THE OTHER RELEVANT ATTRIBUTE PRESENT. (JC)

ED 010 213 24

EMOTIONS AND IMAGES IN LANGUAGE--A LEARNING ANALYSIS OF THEIR ACQUISITION AND FUNCTION.
By- STAATS, ARTHUR W.
UNIV. OF WISCONSIN, MADISON CAMP. RES.AND DEV.CTR.
REPORT NUMBER BR-5-0216-OP-1 PUB DATE 66
REPORT NUMBER OP-1
CONTRACT OEC-5-10-154
EDRS PRICE MF-$0.09 HC-$1.08 27P.

DESCRIPTORS- *CONDITIONED STIMULUS, *LANGUAGE, *LEARNING PROCESSES, *LEARNING THEORIES, *RESEARCH AND DEVELOPMENT CENTERS, *THEORIES, EMOTIONAL EXPERIENCES, LANGUAGE DEVELOPMENT, LANGUAGE PATTERNS, LANGUAGE RESEARCH, MADISON, REINFORCEMENT, STIMULUS BEHAVIOR, TRANSFER OF TRAINING, WISCONSIN,

THIS ARTICLE PRESENTED THEORETICAL AND EXPERIMENTAL ANALYSES CONCERNING IMPORTANT ASPECTS OF LANGUAGE. IT WAS SUGGESTED THAT A LEARNING THEORY WHICH INTEGRATES INSTRUMENTAL AND CLASSICAL CONDITIONING, CUTTING ACROSS THEORETICAL LINES, COULD SERVE AS THE BASIS FOR A COMPREHENSIVE THEORY OF LANGUAGE ACQUISITION AND FUNCTION. THE PAPER ILLUSTRATED THE POSSIBILITIES OF SUCH AN INTEGRATED LEARNING APPROACH BY SHOWING THAT WORD MEANING IS ACQUIRED ACCORDING TO THE PRINCIPLES OF CLASSICAL CONDITIONING. HOWEVER, WORDS THAT HAVE ACQUIRED EMOTIONAL MEANING THROUGH THE PROCESS OF CLASSICAL CONDITIONING FUNCTION FOR THE INDIVIDUAL ACCORDING TO THE PRINCIPLES OF INSTRUMENTAL CONDITIONING. THE FINDINGS PRESENTED, DERIVED FROM THE INTEGRATED LEARNING THEORY, CONTRIBUTE TOWARD A LEARNING CONCEPTION OF WORD MEANING, INDICATE ONE OF THE MOST POWERFUL FUNCTIONS OF LANGUAGE (ITS MOTIVATIONAL FUNCTION), AND DEMONSTRATE THE VALUE OF THE APPROACH. AN ANALYSIS OF ANOTHER TYPE OF WORD MEANING, DENOTATIVE MEANING, WAS ALSO PRESENTED. (JC)

ED 010 214 24

PROJECT MODELS--MAXIMIZING OPPORTUNITIES FOR DEVELOPMENT AND EXPERIMENTATION IN LEARNING IN THE SCHOOLS.
By- KLAUSMEIER, HERBERT J. AND OTHERS
UNIV. OF WISCONSIN, MADISON CAMP. RES.AND DEV.CTR.
REPORT NUMBER BR-5-0216-OP-3 PUB DATE 66
REPORT NUMBER OP-3
CONTRACT OEC-5-10-154
EDRS PRICE MF-$0.09 HC-$1.52 38P.

DESCRIPTORS- *ELEMENTARY SCHOOLS, *INSTRUCTIONAL INNOVATION, *MODELS, *RESEARCH AND DEVELOPMENT CENTERS, *SYMPOSIA,

COOPERATIVE PLANNING, LEARNING LABORATORIES, MADISON, WISCONSIN,

THIS REPORT OF A SYMPOSIUM PRESENTED AT THE CHICAGO AREA CONVENTION IN FEBRUARY 1966 OUTLINES PROJECT "MODELS", A NOVEL PROGRAM DESIGNED TO "MAXIMIZE OPPORTUNITIES FOR DEVELOPMENT AND EXPERIMENTATION OF LEARNING IN THE SCHOOLS." THE INTRODUCTION RELATED THE NEED FOR NEW APPROACHES TO IMPROVING EDUCATION THROUGH RESEARCH TO THE EMERGING CONCEPT OF THE RESEARCH AND DEVELOPMENT CENTERS PROGRAM OF THE USOE. PROJECT "MODELS" WAS DESCRIBED AS A COOPERATIVE VENTURE DESIGNED TO PRODUCE MORE EFFICIENT PUPIL LEARNING THROUGH RESEARCH AND DEVELOPMENT CARRIED OUT DIRECTLY IN THE LOCAL SCHOOLS. A CENTRAL FEATURE OF PROJECT "MODELS" WAS THE RESEARCH AND INSTRUCTION UNIT WHICH COMPRISED SEVERAL TEACHERS WHO WORKED TOGETHER WITH A LEARNING SPECIALIST, ALSO A TEACHER. THE LEARNING SPECIALIST ASSUMED LEADERSHIP AND WAS ACCOUNTABLE TO THE BUILDING PRINCIPAL FOR THE PROGRESS OF STUDENTS IN THE UNIT AND ACTED AS LIAISON TO THE RESEARCH AND DEVELOPMENT CENTER AT THE UNIVERSITY OF WISCONSIN. SPECIFIC MODELS WERE ALSO DEPICTED FOR EFFECTING PLANNED EDUCATIONAL CHANGE. (JH)

ED 010 215 24

CLASS, PARTY, AND RACE IN FOUR TYPES OF ELECTIONS--THE CASE OF ATLANTA.
BY- JENNINGS, M. KENT ZEIGLER, HARMON
UNIVERSITY OF OREGON, EUGENE
REPORT NUMBER BR-5-0217-OP-1 PUB DATE 64
REPORT NUMBER OP-1
EDRS PRICE MF-$0.09 HC-$1.72 43P.

DESCRIPTORS- *ELECTIONS, *POLITICAL ISSUES, *RACE INFLUENCES, *SOCIAL DIFFERENCES, *VOTING, ATLANTA, CITY GOVERNMENT, COMPARATIVE ANALYSIS, EUGENE, GEORGIA, OREGON, SURVEYS,

THE VOTING RESULTS OF 13 DEMOCRATIC PRIMARIES, PARTISAN, NONPARTISAN, AND REFERENDUM ELECTIONS HELD BETWEEN 1954 AND 1964 IN ATLANTA, GEORGIA, WERE STUDIED TO ASSESS THE EFFECTS OF PARTY AFFILIATION, CLASS COMPOSITION, AND RACE. THIS STUDY WAS A REPLICATION OF THE MAIN PORTIONS OF A DES MOINES STUDY (SEPTEMBER, 1963) AND RELATED THE RESULTS OF ADDITIONAL ANALYSIS ON--(1) THE COMPARISON OF INTERELECTION VOTING RESULTS, (2) THE STATUS POLARIZATION IN THE ELECTORATE, (3) THE CHANGING NATURE OF ETHNIC VOTING, AND (4) THE RELATIONSHIPS BETWEEN VOTING AND RULING COALITIONS IN ATLANTA. COMPREHENSIVE DESCRIPTIONS WERE PRESENTED OF THESE VARIOUS VOTING FACTORS IN EACH OF THE FOUR TYPES OF ELECTIONS. RESULTS INDICATED THAT THE VARIABLE OF CLASS COMPOSITION AFFECTED ELECTION RESULTS LEAST. (PM)

ED 010 216 24

OPEN-MINDEDNESS AMONG ADMINISTRATORS.
BY- CROFT, JOHN C.
UNIVERSITY OF OREGON, EUGENE
REPORT NUMBER BR-5-0217-OP-2 PUB DATE 65
REPORT NUMBER OP-2
EDRS PRICE MF-$0.09 HC-$0.72 16P.

DESCRIPTORS- *ADMINISTRATIVE PERSONNEL, *DOGMATISM, *PERCEPTION, *PERSONALITY STUDIES, *TEACHER EVALUATION, BEHAVIOR RATING SCALE, EUGENE, LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE, MANN-WHITNEY SUM OF RANKS TESTS, OREGON, PRINCIPALS, ROKEACH DOGMATISM SCALE,

THE RELATIONSHIP BETWEEN DOGMATISM ON THE PART OF SCHOOL PRINCIPALS AND ACCURACY OF OTHERS IN ESTIMATING THEIR LEADERSHIP BEHAVIOR WAS STUDIED. THE LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE (LBDQ) AND THE ROKEACH DOGMATISM SCALE (RDS) WERE THE INSTRUMENTS USED FOR MEASUREMENT. A SAMPLE OF 24 PRINCIPALS WAS SELECTED AND ADMINISTERED THE INSTRUMENTS. THE SUPERINTENDENTS AND TEACHERS OF THE SAMPLE WERE ADMINISTERED THE LBDQ. THE TOTAL SAMPLE WAS DIVIDED INTO TWO PARTS, OPEN-MINDED AND CLOSE-MINDED. THE SCORES WERE ANALYZED BY THE MANN-WHITNEY SUM OF RANKS TEST. THE RESULTS INDICATED OPEN-MINDED PRINCIPALS WERE ABLE TO ESTIMATE MORE ACCURATELY. A BRIEF DISCUSSION WAS ALSO PRESENTED OF A MORE GENERIC THEORY WHICH EXPLAINS THE TREND OF THESE FINDINGS. EMPIRICAL RESEARCH WAS SUGGESTED IN MANY ASSOCIATED AREAS FOR A BETTER UNDERSTANDING OF EDUCATIONAL ADMINISTRATION. (RS)

ED 010 217 24

FACTORS RELATED TO CITIZEN, ADMINISTRATOR, AND TEACHER PARTICIPATION IN EDUCATIONAL DECISION-MAKING.
BY- GOLDHAMMER, KEITH
UNIVERSITY OF OREGON, EUGENE
REPORT NUMBER BR-5-0217-OP-3 PUB DATE 65
REPORT NUMBER OP-3
EDRS PRICE MF-$0.09 HC-$0.64 16P.

DESCRIPTORS- *ADMINISTRATIVE POLICY, *CITIZEN PARTICIPATION, *EDUCATIONAL POLICY, *INTERGROUP RELATIONS, DECISION MAKING SKILLS, EUGENE, OREGON, THEORIES,

BASED ON A STUDY OF THREE COMMUNITIES, GENERALIZATIONS AND PROPOSITIONS WERE PRESENTED ON THE TOPIC OF EDUCATIONAL DECISION-MAKING. THE INTERACTIONS OF FOUR GROUPS--(1) NON-SCHOOL CITIZENS OF THE COMMUNITY, (2) CITIZENS WHO HOLD OFFICIAL POSITIONS IN THE SCHOOL ORGANIZATION, (3) SCHOOL ADMINISTRATORS, AND (4) SCHOOL TEACHERS--WERE ANALYZED TO SHOW THEIR RELEVANCE AND RELATIONSHIPS TO THE DECISION-MAKING PROCESS. THE CONCLUSIONS INDICATED THAT EDUCATIONAL DECISION-MAKING WAS A POLITICAL PROCESS, INVOLVING THE INTERACTIONS, VALUES, ASPIRATIONS, AND INTERESTS OF VARIOUS GROUPS. HOWEVER IT WAS CONCLUDED THAT EDUCATIONAL POLITICS REMAINS RELATIVELY UNPREDICTABLE. (RS)

ED 010 218 24

COMMUNITY POWER STRUCTURE AND EDUCATIONAL DECISION-MAKING IN THE LOCAL COMMUNITY.
BY- PELLEGRIN, ROLAND J.
UNIVERSITY OF OREGON, EUGENE
REPORT NUMBER BR-5-0217-OP-4 PUB DATE 65
REPORT NUMBER OP-4
EDRS PRICE MF-$0.09 HC-$0.68 17P.

DESCRIPTORS- *ADMINISTRATOR ROLE, *COMMUNITY LEADERS, *COMMUNITY STUDIES, *EDUCATIONAL POLICY, *POWER STRUCTURE, BOARD OF EDUCATION ROLE, COMMUNITY INVOLVEMENT, COMPARATIVE ANALYSIS, EUGENE, LEADERSHIP, LOCAL ISSUES, OREGON,

THE MINORITY OF PEOPLE WHO OCCUPY THE TOP LEADERSHIP LEVEL IN COMMUNITY ACTIVITIES WERE DISCUSSED IN THIS PAPER. VARIOUS CONCEPTS OF THE COMMUNITY POWER STRUCTURE WERE

REVIEWED, AND SOME RESEARCH FINDINGS WERE REPORTED ON A COMPARATIVE STUDY CONDUCTED IN THE POWER STRUCTURES OF THREE COMMUNITIES. FOUR ACTIVITY AREAS WERE STUDIED FOR EACH COMMUNITY--ECONOMIC AFFAIRS, GOVERNMENT, PUBLIC EDUCATION, AND PUBLIC RECREATION. DESCRIPTIONS OF THE POWER STRUCTURES OF EACH COMMUNITY WERE PRESENTED. (RS)

ED 010 219 24
SOCIOLOGY AND EDUCATIONAL ADMINISTRATION--A DISCUSSION.
By- FOSKETT, JOHN M.
UNIVERSITY OF OREGON, EUGENE
REPORT NUMBER BR-5-0217-OP-5 PUB DATE 65
REPORT NUMBER OP-5
EDRS PRICE MF-$0.09 HC-$0.76 19P.

DESCRIPTORS- *ADMINISTRATIVE POLICY, *ADMINISTRATIVE PROBLEMS, *EDUCATIONAL RESEARCH, *SCHOOL ADMINISTRATION, *SOCIOLOGY, CONFERENCES, EDUCATIONAL PROBLEMS, EUGENE, OREGON, RESEARCH PROBLEMS, THEORIES,

THE RELATIONSHIP OF SOCIOLOGY TO EDUCATIONAL ADMINISTRATION WAS PRESENTED WITH EMPHASIS UPON THE RESEARCH ACTIVITIES OF SOCIOLOGISTS. INCLUDED IN THE PRESENTATION WERE BACKGROUND EVENTS, CHANGING DIMENSIONS OF EDUCATIONAL ADMINISTRATION, AND THE PLACE OF FOLK-WISDOM AND ITS REPLACEMENT WITH SYSTEMATICALLY TESTED KNOWLEDGE. (RS)

ED 010 220 24
SOME PROBLEMS OF EDUCATIONAL ORGANIZATION IN COMPARATIVE PERSPECTIVE.
By- HILLS, JEAN
UNIVERSITY OF OREGON, EUGENE
REPORT NUMBER BR-5-0217-OP-6 PUB DATE 65
REPORT NUMBER OP-6
EDRS PRICE MF-$0.09 HC-$1.88 47P.

DESCRIPTORS- *ADMINISTRATIVE ORGANIZATION, *COMPARATIVE ANALYSIS, *EDUCATIONAL RESEARCH, *ORGANIZATIONAL CHANGES, *SCHOOL ADMINISTRATION, CONFERENCES, EDUCATIONAL PROBLEMS, EDUCATIONAL STATUS COMPARISON, EUGENE, OREGON, SOCIAL RELATIONS, SOCIAL SCIENCES, SOCIAL VALUES,

A COMPARATIVE ANALYSIS OF EDUCATIONAL ORGANIZATION WAS MADE WITHIN A THEORETICAL FRAMEWORK INVOLVING SOCIAL SYSTEM TERMS. ATTENTION WAS FOCUSED ON DIFFERENCES AMONG ORGANIZATIONS IN TERMS OF FUNCTIONS PERFORMED FOR SOCIETY. FOUR MAJOR COMPONENTS OF ACTION SYSTEMS USED TO COMPARE SEVERAL ORGANIZATIONS WERE IDENTIFIED AS FOLLOWS--(1) THE ORIENTATION BASE OF THE SYSTEM, THE NEEDS, OR INTERESTS, OR VALUES OF ACTORS THAT ARE AT STAKE IN THE PROCESS, (2) THE PROPERTIES OF OBJECTS IN THE SITUATION OF ACTION THAT ARE IMPORTANT TO ACTORS IN THE LIGHT OF THESE INTERESTS, (3) THE NORMATIVE RULES DISCRIMINATING BETWEEN LEGITIMATE AND ILLEGITIMATE MODES OF ACTION IN PURSUIT OF A PARTICULAR INTEREST IN QUESTION, AND (4) THE GENERALIZED FACILITIES THAT ACTORS ARE EXPECTED TO RESORT TO IN SECURING CONTROL OF OBJECTS ESSENTIAL TO THE IMPLEMENTATION OF THAT INTEREST IN QUESTION. THE PLACEMENT OF EDUCATIONAL ORGANIZATIONS WITHIN THE COMPARATIVE ANALYTICAL FRAMEWORK LED TO THE POSITION THAT THE PRIMARY EMPHASIS OF THE EDUCATIONAL ORGANIZATION IS IN THE AREA OF PATTERN-MAINTENANCE OR SOCIALIZATION. IT WAS SUGGESTED THAT THE PRIMARY CONTRIBUTION OF EDUCATION TO SOCIETAL FUNCTIONING IS THUS IN THE MAINTENANCE OF THE VALUE PATTERNS WHICH DEFINE THE STRUCTURE OF A SOCIETY, AND THAT SCHOOLS ARE CRITICIZED PRIMARILY FOR DEVIATIONS FROM INSTITUTIONAL VALUES RATHER THAN FOR PRODUCING A COMMODITY OF LOW TECHNICAL QUALITY. (JH)

ED 010 221 24
SOME RECENT IDEAS IN RESEARCH METHODOLOGY.
By- RUNKEL, PHILIP J.
UNIVERSITY OF OREGON, EUGENE
REPORT NUMBER BR-5-0217-OP-7 PUB DATE 65
REPORT NUMBER OP-7
EDRS PRICE MF-$0.09 HC-$1.80 45P.

DESCRIPTORS- *DATA ANALYSIS, *EDUCATIONAL RESEARCH, *EDUCATIONAL STATUS COMPARISON, *RESEARCH METHODOLOGY, *SCHOOL ADMINISTRATION, CONFERENCES, EUGENE, OREGON, THEORIES,

THIS PAPER WAS PRESENTED AT A CONFERENCE ON "NEW DIRECTIONS IN RESEARCH ON EDUCATIONAL ADMINISTRATION." TWO SCHEMES OF RESEARCH METHODOLOGY WERE DISCUSSED. THE FIRST IDEA WAS "FACET DESIGN AND ANALYSIS" ORIGINATED BY LOUIS GUTTMAN. FACET DESIGN WAS DEFINED AS A WAY OF LAYING OUT A DOMAIN FOR RESEARCH, WHILE FACET ANALYSIS ENABLES ONE TO TEST THE VALIDITY OF THE ASSESSMENT OF THE ENTIRE DOMAIN. THE SECOND SCHEME WAS "THEORY OF DATA" BY CLYDE COOMBS. THIS DEALS WITH THE STAGES OF GATHERING DATA OUT OF OBSERVATIONS AND OF MAKING VARIABLES. THE PHASES DISCUSSED IN THE "THEORY OF DATA" WERE (1) SELECTING A DOMAIN OF INVESTIGATION, (2) RECORDING OBSERVATIONS, (3) CONVERTING OBSERVATIONS INTO DATA, (4) CLASSIFYING THE INDIVIDUALS OR OBJECTS (SCALING), AND (5) SEEKING RELATIONS AMONG VARIABLES. THESE SCHEMES WERE SUGGESTED TO BE OF USE AS TOOLS BY THOSE WHO WILL BE DEVELOPING NEW METHODS IN RESEARCH. (RS)

ED 010 222 24
POLITICAL VALUES IN EDUCATION.
By- ZEIGLER, HARMON
UNIVERSITY OF OREGON, EUGENE
REPORT NUMBER BR-5-0217-OP-8 PUB DATE 65
REPORT NUMBER OP-8
EDRS PRICE MF-$0.09 HC-$1.16 29P.

DESCRIPTORS- *EDUCATIONAL POLICY, *EDUCATIONAL RESEARCH, *POLITICAL SCIENCE, *RESEARCH METHODOLOGY, *SOCIAL VALUES, CONFERENCES, EDUCATIONAL PHILOSOPHY, EUGENE, OREGON, THEORIES,

DISCUSSION WAS PRESENTED ON THE INTERACTION BETWEEN EDUCATIONAL AND POLITICAL SYSTEMS. PHILOSOPHICAL TREATMENTS WERE PRESENTED ON THE EFFECTS OF POLITICAL LIFE UPON EDUCATION. DISCUSSION TOPICS INCLUDED THE POLITICAL SYSTEM, THE EDUCATIONAL SUBSYSTEM, THE DISSEMINATION OF VALUES, SANCTIONS, AND ORGANIZATIONAL DEFENSE. DEVELOPMENT OF CURRENT RESEARCH DESIGNS TO MEASURE POLITICAL ATTITUDES OF STUDENTS WAS FELT TO BE NECESSARY. (RS)

ED 010 223 24
THE FUNCTIONS OF RESEARCH FOR EDUCATIONAL ADMINISTRATION.
By- HILLS, JEAN
UNIVERSITY OF OREGON, EUGENE

REPORT NUMBER BR-5-0217-OP-9 PUB DATE 65
REPORT NUMBER OP-9
EDRS PRICE MF-$0.09 HC-$0.84 21P.

DESCRIPTORS- *ADMINISTRATIVE PROBLEMS, *EDUCATIONAL RESEARCH, *RESEARCH METHODOLOGY, *SCHOOL ADMINISTRATION, CONFERENCES, EDUCATIONAL IMPROVEMENT, EDUCATIONAL PROBLEMS, EUGENE, OREGON, THEORIES,

THE PROBLEM OF IMPROVING EDUCATION AND EDUCATIONAL ADMINISTRATION WAS DISCUSSED. THE SUGGESTION WAS MADE THAT IMPROVEMENT BY GETTING RESEARCH INTO PRACTICE WAS A PROCESS OF RATIONALIZING ACTIVITY IN BOTH AREAS. THE FUNCTION OF RESEARCH FOR EDUCATIONAL ADMINISTRATION WAS APPROACHED AT THREE LEVELS--TECHNICAL, ADMINISTRATIVE, AND GOAL-ATTAINMENT IDENTIFICATION. THE TECHNICAL LEVEL PROVIDED A BASIS FOR RATIONALIZING THE MEANS FOR ATTAINMENT OF EDUCATIONAL GOALS. THE ADMINISTRATIVE LEVEL SERVED THE SAME FUNCTION RELATIVE TO THE GOALS OF PROCURING AND MOBILIZING RESOURCES. THE THIRD LEVEL FUNCTIONED TO IDENTIFY THE OBJECTIVE CONSEQUENCES OF ADOPTING CERTAIN GOALS, AND THE MEANS OF ATTAINING THOSE GOALS, FOR THE LARGER STRUCTURES IN WHICH THESE GOALS AND MEANS ARE EMBEDDED. (RS)

ED 010 224 24
ISSUES AND STRATEGIES IN THE PUBLIC ACCEPTANCE OF EDUCATIONAL CHANGE.
By- GOLDHAMMER, KEITH
UNIVERSITY OF OREGON, EUGENE
REPORT NUMBER BR-5-0217-10 PUB DATE 18 NOV 65
REPORT NUMBER OP-10
EDRS PRICE MF-$0.09 HC-$1.08 27P.

DESCRIPTORS- *EDUCATIONAL IMPROVEMENT, *EDUCATIONAL PROBLEMS, *INNOVATIONS, *ORGANIZATION CHANGES, *PUBLIC SUPPORT, EDUCATIONAL CHANGES, EDUCATIONAL RESEARCH, EUGENE, OREGON, SCHOOL ADMINISTRATION, SOCIAL INFLUENCES,

ORGANIZATIONAL CHANGE STUDIES AND FACTORS AFFECTING EDUCATIONAL CHANGE WERE DISCUSSED. A REVIEW OF SOME STUDIES INDICATED THAT ORGANIZATIONAL CHANGE IS USUALLY SEEN AS ACCEPTANCE OF CHANGE BY PARTICIPANTS WITHIN AN ORGANIZATION. FIVE CATEGORIES OF FACTORS AFFECTING THE PUBLIC ACCEPTANCE OF EDUCATIONAL CHANGE WERE DISCUSSED. AVAILABLE RESEARCH FROM FIELDS OTHER THAN EDUCATION SUGGESTED THAT THE FACTORS DISCUSSED WERE (1) THE PUBLIC'S IMAGE OF THE ADVOCATE OF CHANGE, (2) THE PUBLIC'S IMAGE OF THE ORGANIZATION AND THE ENDS WHICH IT SERVES, (3) THE PUBLIC'S VIEW OF THE PROPOSED CHANGES, (4) THE CONGRUENCE OF THE PROPOSED CHANGE WITH GENERALLY ACCEPTED VALUES AND RECOGNIZED SOCIAL NEEDS, AND (5) SITUATIONAL FACTORS WHICH FACILITATE OR IMPEDE THE ACCEPTANCE OF CHANGE. CONCLUSIONS INDICATED THAT INNOVATIONS IN EDUCATION WERE NOT ALWAYS WELL RECEIVED BY THE PUBLIC. A DECIDING FACTOR THAT THE CHANGE AGENT NEEDED TO RECOGNIZE WAS THAT HE WAS DEALING WITH POLITICAL PROBLEMS. (RS)

ED 010 225 24
REFERENCE GROUP ORIENTATION AND TEACHER ATTITUDE TOWARD SCHOOL DISTRICT REORGANIZATION.
By- BRUMBAUGH, ROBERT B.
UNIVERSITY OF OREGON, EUGENE
REPORT NUMBER BR-5-0217-OP-11 PUB DATE 66
REPORT NUMBER OP-11
EDRS PRICE MF-$0.09 HC-$0.68 17P.

DESCRIPTORS- *GROUP STRUCTURE, *ORGANIZATIONAL CHANGES, *SCHOOL DISTRICTS, *SCHOOL ORGANIZATION, *TEACHER ATTITUDES, COMPARATIVE ANALYSIS, EUGENE, LEGISLATION, OREGON, QUESTIONNAIRES,

A STUDY WAS REPORTED OF THE RELATIONSHIP BETWEEN LOCAL-COSMOPOLITAN ORIENTATION, A CONCEPT FROM REFERENCE GROUP THEORY, AND THE RESISTANCE TO ORGANIZATIONAL CHANGE. A QUESTIONNAIRE WAS ADMINISTERED TO 329 PUBLIC SCHOOL TEACHERS IN FIVE CONTIGUOUS SCHOOL DISTRICTS IN CENTRAL PENNSYLVANIA WHICH WERE TO LOSE THEIR INDIVIDUAL IDENTITIES UNDER THE PROVISIONS OF THE STATE'S 1961 LEGISLATIVE REORGANIZATION MANDATE. AT THE TIME NONE OF THE DISTRICTS HAD YET FORMULATED DEFINITE PLANS FOR REORGANIZATION. USABLE QUESTIONNAIRES WERE RETURNED BY 277 TEACHERS. THE FINDINGS INDICATED FACTORS OTHER THAN LOCAL OR COSMOPOLITAN ORIENTATION HAD INFLUENCED TEACHER ATTITUDE TOWARD SCHOOL DISTRICT REORGANIZATION. TEACHERS OPPOSED TO REORGANIZATION WERE FOUND TO ACTUALLY KNOW LESS ABOUT THE FACTUAL DETAILS OF THE ISSUE THAN THOSE WHO SUPPORTED REORGANIZATION. IT WAS SUGGESTED THAT THE INFLUENCE OF REFERENCE GROUP ORIENTATION UPON PATTERNS OF COMMUNICATION, BOTH INTERNAL AND EXTERNAL TO THE SCHOOL, BE STUDIED IN FUTURE RESEARCH. (RS)

ED 010 226 24
SELECTED DETERMINANTS OF ADOLESCENT EDUCATIONAL EXPECTATIONS.
By- REHBERG, RICHARD A.
UNIVERSITY OF OREGON, EUGENE
REPORT NUMBER BR-5-0217-OP-12 PUB DATE 66
REPORT NUMBER OP-12
EDRS PRICE MF-$0.09 HC-$1.96 49P.

DESCRIPTORS- *ADOLESCENTS, *ASPIRATION LEVEL, *EDUCATIONAL OBJECTIVES, *FAMILY INFLUENCE, *PARENT INFLUENCE, EUGENE, FACTOR ANALYSIS, FAMILY STATUS, HIGH SCHOOL STUDENTS, MALE, MODELS, OCCUPATIONAL CHOICE, OREGON, PARENT ROLE, PARENTAL BACKGROUND, PENNSYLVANIA, PERSONAL INTERESTS, ROSENBURG TEST FACTOR STANDARDIZATION, SOCIAL INFLUENCES,

QUESTIONNAIRE DATA WERE USED TO DETERMINE THE RELATIONSHIPS BETWEEN ADOLESCENT EDUCATIONAL EXPECTATIONS (DEPENDENT VARIABLE) AND PATERNAL EDUCATION, FAMILY SOCIAL STATUS, PARENTAL EDUCATIONAL PRESSURE, AND FAMILY SIZE (INDEPENDENT OF PREDICTOR VARIABLES). THE DATA WERE GATHERED FROM 2,652 MALE SOPHOMORES (HIGH SCHOOL), LIVING IN SIX MIDDLE-SIZE PENNSYLVANIA CITIES (POPULATIONS FROM 50,000 TO 100,000). USING ROSENBURG'S TEST FACTOR STANDARDIZATION TECHNIQUE OF NONPARAMETRIC TABULAR PARTIAL ANALYSIS, IT WAS CONCLUDED THAT EACH OF THE FOUR PREDICTOR VARIABLES REMAINED INDEPENDENTLY ASSOCIATED WITH THE DEPENDENT VARIABLE WHEN THE APPROPRIATE OTHER THREE WERE STATISTICALLY CONTROLLED. ON THE BASIS OF THIS ANALYSIS OF PARTIALS, A PROVISIONAL MODEL OF CAUSAL SEQUENCE WAS CONSTRUCTED. THIS MODEL POSITED THAT (1) PATERNAL EDUCATION IS A PARTIAL DETERMINANT OF THE SOCIAL STATUS OF THE FAMILY, (2) BOTH PATERNAL EDUCATION AND SOCIAL STATUS INFLUENCE ADOLESCENT EDUCATIONAL EXPECTATIONS THROUGH THE INTERVENING VARIABLE OF PARENTAL PRESSURE AND INDEPENDENTLY OF IT, AND (3) FAMILY SIZE SOMEHOW REDUCES BOTH THE FREQUENCY WITH WHICH PARENTS URGE CHILDREN TO CONTINUE

THEIR EDUCATION BEYOND HIGH SCHOOL AND THE EFFECTIVENESS OF ANY GIVEN FREQUENCY LEVEL OF PARENTAL EDUCATIONAL PRESSURE. (JM)

ED 010 227 24
INCENTIVE SYSTEMS IN EDUCATIONAL ORGANIZATIONS.
By- WALLIN, HERMAN A.
UNIVERSITY OF OREGON, EUGENE
REPORT NUMBER BR-5-0217-OP-13 PUB DATE 66
REPORT NUMBER OP-13
EDRS PRICE MF-$0.09 HC-$0.80 20P.

DESCRIPTORS- *COLLEGE FACULTY, *JUNIOR COLLEGES, *MOTIVATION TECHNIQUES, *TEACHER MOTIVATION, *TEACHER QUALIFICATIONS, COMPARATIVE ANALYSIS, EUGENE, FACULTY EVALUATION, OREGON, ORGANIZATIONAL CHANGES, QUALIFICATIONS, SKILLS,

TWO TYPES OF INCENTIVE SYSTEMS AND THEIR IMPACT ON SKILL MAINTENANCE ACTIVITIES OF THE PROFESSIONAL WORK-FORCE AT TWO JUNIOR COLLEGES WERE REPORTED. ONE OF THE INSTITUTIONS HAD A MERIT-TYPE INCENTIVE SYSTEM, WHILE THE OTHER DID NOT DIFFERENTIATE AMONG THE VARIOUS CONTRIBUTIONS OF ITS FACULTY. THE LATTER BASED COMPENSATION ON ACADEMIC PREPARATION AND THE AMOUNT OF PREVIOUS TEACHING EXPERIENCE. THREE COMPONENTS WERE INDIVIDUALLY TREATED--(1) SUBSCRIBING TO AND READING RELEVANT JOURNALS, (2) ENGAGING IN FORMAL STUDIES, AND (3) PARTICIPATING IN CONFERENCES AND SEMINARS. DATA WERE GATHERED BY SEMISTRUCTURED INTERVIEWS WITH 87 OF A TOTAL OF 230 FULL-TIME FACULTY AND ADMINISTRATORS FROM BOTH COLLEGES. THE RESULTS INDICATED THAT THE COLLEGE USING THE MERIT SYSTEM ELICITED A GREATER COMMITMENT TO MAINTAINING THEIR EXPERTISE. FORMAL STUDIES WERE VIEWED AS A MEANS TO ENHANCE SALARY BY THE TEACHERS IN THE NONMERIT COLLEGE. (RS)

ED 010 228 24
AN ANALYSIS OF SOURCES AND PROCESSES OF INNOVATION IN EDUCATION.
By- PELLEGRIN, ROLAND J.
UNIVERSITY OF OREGON, EUGENE
REPORT NUMBER BR-5-0217-OP-14 PUB DATE 66
REPORT NUMBER OP-14
EDRS PRICE MF-$0.09 HC-$1.60 40P.

DESCRIPTORS- *ADMINISTRATIVE PROBLEMS, *EDUCATIONAL RESEARCH, *EDUCATIONAL RESOURCES, *INNOVATIONS, *RESEARCH METHODOLOGY, EDUCATIONAL PROBLEMS, EUGENE, OREGON, ORGANIZATIONAL CHANGES,

A DISCUSSION WAS PRESENTED ON EXISTING AND POTENTIAL SOURCES OF EDUCATIONAL INNOVATION, THE CONDITIONS UNDER WHICH INNOVATION OCCURS, AND THE CHANGES WHICH MUST BE MADE TO TIE TOGETHER KNOWLEDGE AND PRACTICE. CERTAIN PROBLEMS OF DISTINCTION AND DEFINITION WERE NOTED. CURRENT SOURCES OF EDUCATIONAL INNOVATION DISCUSSED INCLUDED (1) CLASSROOM TEACHERS, (2) SCHOOL ADMINISTRATORS, (3) SCHOOL BOARDS, (4) THE LAY PUBLIC, (5) STATE DEPARTMENTS OF EDUCATION, (6) EDUCATION FACULTIES OF COLLEGES AND UNIVERSITIES, (7) PROFESSIONAL ASSOCIATIONS, (8) THE U.S. OFFICE OF EDUCATION AND OTHER FEDERAL AGENCIES, (9) TEXTBOOK PUBLISHERS, AND (10) SCIENTISTS, TECHNICAL SPECIALISTS, AND OTHER EXPERTS. CONDITIONS FOSTERING AND DISCOURAGING INNOVATION WERE PRESENTED BY GENERALIZATIONS FROM THE STUDY OF CHANGE AT SOCIETAL LEVELS. THE PREVAILING CONDITIONS IN EDUCATIONAL SETTINGS AND IDEAS FOR TRANSLATING KNOWLEDGE INTO PRACTICE WERE ALSO DISCUSSED. (RS)

ED 010 229 24
REGIONAL MEETINGS IN EVALUATION RESEARCH, FINAL REPORT.
By- SEASHORE, CHARLES N.
NATIONAL TRAINING LABS., WASHINGTON, D. C.
REPORT NUMBER BR-6-1382 PUB DATE 17 OCT 66
CONTRACT OEC-6-10-209
EDRS PRICE MF-$0.09 HC-$0.96 24P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *EVALUATION METHODS, *EVALUATION TECHNIQUES, *PLANNING MEETINGS, *PROGRAM EVALUATION, *STATE AID, ADMINISTRATIVE PERSONNEL, DISTRICT OF COLUMBIA, EDUCATIONAL LEGISLATION, EDUCATIONAL PROGRAMS, ELEMENTARY EDUCATION, FEDERAL LEGISLATION, LEGISLATION, MEETINGS, METHODS RESEARCH, OPPORTUNITIES, PUBLIC LAW 89-10, REGIONAL PROGRAMS, RESEARCH METHODOLOGY, SCHOOL DISTRICTS, SECONDARY EDUCATION, STATE PROGRAMS, TRAINING,

THIS RESEARCH TRAINING PROGRAM PROVIDED FOR NINE REGIONAL MEETINGS FOR STATE DEPARTMENT OF EDUCATION PERSONNEL WHO WERE ASSOCIATED WITH EVALUATION RESEARCH SECTIONS OF PROPOSALS FROM LOCAL SCHOOL DISTRICTS FOR FUNDS UNDER PUBLIC LAW 89-10 (ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965). THE MEETINGS WERE STAFFED BY FOUR-MAN TEAMS OF CONSULTANTS IN TRAINING DESIGN, EDUCATIONAL RESEARCH, AND STATE DEPARTMENT OF EDUCATION ADMINISTRATION. OBJECTIVES OF THE MEETINGS WERE TO (1) REVIEW THE EVALUATIVE RESEARCH REQUIREMENTS AND OPPORTUNITIES OF PUBLIC LAW 89-10, (2) REVIEW BASIC CONCEPTS IN EVALUATION RESEARCH AND EXPLORE POSSIBLE POINTS OF INFLUENCE WHEREBY STATE DEPARTMENT PERSONNEL COULD UPGRADE THE QUALITY OF EVALUATION RESEARCH, (3) EXAMINE TYPICAL RESEARCH DESIGNS, (4) DEVELOP EDUCATIONAL RESEARCH, (5) STIMULATE PLANNING FOR LONG-TERM RESEARCH OBJECTIVES, AND (6) PROVIDE A MODEL FOR CONDUCTING CLINICS BY STATE DEPARTMENT PERSONNEL FOR LOCAL SCHOOL DISTRICT PERSONNEL. A ROSTER OF THE STAFF AND PARTICIPANTS WHO ATTENDED EACH OF THE FIVE EASTERN REGION MEETINGS AND THE FOUR WESTERN REGION MEETINGS IS PRESENTED IN THE REPORT. IT WAS CONCLUDED THAT THIS TRAINING PROGRAM INDICATED THE FEASIBILITY OF SEVERAL SHORT-TERM MEETINGS WITHIN A SHORT PERIOD OF TIME HOLDING THE INTEREST AND ATTRACTING THE PARTICIPATION OF PROFESSIONALS IN THE EDUCATIONAL RESEARCH FIELD. (REFER TO ED 010 230 FOR ADDITIONAL INFORMATION.) (JC)

ED 010 230 08
A PROPOSAL FOR THE PLANNING OF ONE-WEEK WORKSHOPS IN EVALUATION RESEARCH FOR STATE AND CITY DEPARTMENT OF EDUCATION PERSONNEL.
By- SEASHORE, CHARLES N.
NATIONAL TRAINING LABS., WASHINGTON, D. C.
REPORT NUMBER BR-5-0699 PUB DATE 17 OCT 66
CONTRACT OEC-6-85-009
EDRS PRICE MF-$0.09 HC-$1.12 28P.

DESCRIPTORS- *ADMINISTRATIVE PERSONNEL, *EVALUATION, *MEETINGS, *PLANNING, *PROGRAM EVALUATION, *STATE AID, DISTRICT OF COLUMBIA, EDUCATIONAL LEGISLATION, EDUCATIONAL RESEARCH, FEDERAL LEGISLATION, HUMAN RESOURCES, LEGISLATION, PROGRAM PLANNING, PUBLIC LAW 89-10, RESOURCE MATERIALS, TRAINING, WORKSHOPS,

THIS REPORT DESCRIBES THE PROCESS OF PLANNING NINE REGIONAL MEETINGS FOR PROVIDING EVALUATION RESEARCH TRAINING. GOALS OF THE PLANNING PROCESS WERE (1) TO FORMULATE SPECIFIC OBJECTIVES FOR THE REGIONAL MEETINGS, (2) TO DEVELOP A TRAINING DESIGN FOR PARTICIPANTS IN THESE MEETINGS, (3) TO ASSESS AVAILABLE STAFF RESOURCES FOR THESE MEETINGS, AND (4) TO OUTLINE THE KINDS OF RESOURCE MATERIALS NEEDED FOR THE MEETINGS. THE REPORT PRESENTS A LISTING OF THE PLANNING GROUP MEMBERS, PLANNING ISSUES, MAJOR PLANNING ACTIVITIES, THE SELECTED MEETING DATES AND SITES, AND THREE MODEL DESIGNS DEVELOPED FOR THE MEETINGS. THE REGIONAL MEETINGS WERE SUBSEQUENTLY HELD UNDER CONTRACT OE-6-10-209 (ED 010 229), INVOLVING STATE DEPARTMENT OF EDUCATION PERSONNEL WHO WERE TRAINED IN PROPOSAL EVALUATION RESEARCH (AS APPLIED TO THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, PUBLIC LAW 89-10). (JH)

ED 010 231 48

THE GENERAL PHONETIC CHARACTERISTICS OF LANGUAGES.
BY- DELATTRE, PIERRE
UNIVERSITY OF CALIFORNIA, SANTA BARBARA CAMPUS
REPORT NUMBER BR-5-0943 PUB DATE 66
CONTRACT OEC-6-14-007
EDRS PRICE MF-$0.18 HC-$3.80 95P.

DESCRIPTORS- *ENGLISH, *LANGUAGES, *PHONETIC ANALYSIS, *PHONETICS, *SPEAKING, CALIFORNIA, EDUCATIONAL RESEARCH, FRENCH, GERMAN, LANGUAGE RESEARCH, LINGUISTICS, SANTA BARBARA, SPANISH,

AN INSTRUMENTAL ANALYSIS WAS UNDERTAKEN AND A DETAILED DESCRIPTION PREPARED OF THE PHONETIC FEATURES OF AMERICAN ENGLISH AND THE COMMONLY TAUGHT MODERN FOREIGN LANGUAGES--GERMAN, SPANISH, AND FRENCH. THE INVESTIGATION COVERED 40 SECTIONS--(1) 11 PROSODIC FEATURES, (2) 13 VOCALIC FEATURES, AND (3) 16 CONSONANT FEATURES. A THREE-WAY TECHNIQUE WAS USED--(1) THE SPECTROGRAPHIC ANALYSIS OF UTTERANCES THAT WERE COMPOSED AND RECORDED FOR SPECIAL PURPOSES, (2) THE VERIFICATION AND REFUTATION OF SPECIFIC HYPOTHESES BY MEANS OF SPECTOGRAPHIC SYNTHESIS UPON WHICH SPECTOGRAPHIC PATTERNS OF CONTRASTIVE UTTERANCES WERE PAINTED AND TRANSFERRED INTO SOUND BY A SPEECH SYNTHESIZER, AND (3) THE PREPARATION AND STUDY OF MOTION PICTURE, "X-RAYS" OF THE UTTERANCES TO DISCOVER ARTICULATORY FEATURES THAT CORRELATE WITH THE ACOUSTIC ONES FOUND BY SPECTROGRAPHIC ANALYSIS AND SYNTHESIS. ENGLISH AND THE FOREIGN LANGUAGES WERE COMPARED USING STATISTICAL ANALYSIS. (HB)

ED 010 232 48

FOREIGN-LANGUAGE OFFERINGS AND ENROLLMENTS IN SECONDARY SCHOOLS, FALL 1964.
BY- DERSHEM, JAMES F. AND OTHERS
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK
REPORT NUMBER BR-5-1277 PUB DATE 1 MAY 66
CONTRACT OEC-5-14-035
EDRS PRICE MF-$0.18 HC-$3.52 68P.

DESCRIPTORS- *LANGUAGE INSTRUCTION, *LANGUAGE PROGRAMS, *NATIONAL SURVEYS, *STUDENT ENROLLMENT, ALASKA, ARIZONA, COURSES, ILLINOIS, MISSOURI, NEW YORK, NEW YORK CITY, SECONDARY EDUCATION, SOUTH DAKOTA, STATISTICAL DATA, STATISTICAL STUDIES, WYOMING,

THIS REPORT, WHICH CONSISTS OF A SERIES OF STATISTICAL TABLES, IS THE SEVENTH IN A SERIES THAT HAS BEEN PUBLISHED ANNUALLY BY THE MODERN LANGUAGE ASSOCIATION SINCE PASSAGE OF THE NATIONAL DEFENSE EDUCATION ACT OF 1958. TAKEN COLLECTIVELY, THE REPORTS CHART THE COURSE TAKEN BY FOREIGN LANGUAGE STUDY IN THE NATION'S HIGH SCHOOLS FROM 1958 TO THE PRESENT. THE DATA IN THIS REPORT WERE OBTAINED FROM QUESTIONNAIRES SENT TO HIGH SCHOOL PRINCIPALS IN SIX STATES--ALASKA, ARIZONA, ILLINOIS, MISSOURI, SOUTH DAKOTA, AND WYOMING. (LP)

ED 010 233 48

PRINCETON UNIVERSITY CONFERENCE ON FOREIGN LANGUAGES AND AREA STUDIES IN THE UNITED STATES--A GUIDE FOR HIGH SCHOOL AND COLLEGE PROGRAMS, DECEMBER 17-18, 1965.
BY- BERGER, NORROE
PRINCETON UNIV., N. J.
REPORT NUMBER BR-6-1399 PUB DATE 65
CONTRACT OEC-6-14-020
EDRS PRICE MF-$0.18 HC-$4.84 121P.

DESCRIPTORS- *CONFERENCES, *CULTURAL EXCHANGE, *CURRICULUM PLANNING, *FOREIGN COUNTRIES, *LANGUAGE PROGRAMS, COLLEGE INSTRUCTION, FOREIGN CULTURE, LANGUAGE SKILLS, LANGUAGE TEACHERS, NEW JERSEY, PRINCETON, SECONDARY EDUCATION, TEACHER EDUCATION,

PARTICIPANTS AT A CONFERENCE HELD DECEMBER 17-18, 1965, REACHED THE CONCLUSION THAT TODAY'S COLLEGES AND HIGH SCHOOLS HAD ONLY REALIZED A SMALL PROPORTION OF THE POSSIBLE EDUCATIONAL POTENTIAL OF FOREIGN LANGUAGES AND AREA STUDIES. IT WAS BELIEVED THAT HIGH QUALITY PROGRAMS MUST BE EMPHASIZED, IF NECESSARY OF LIMITED SCOPE, RATHER THAN PROGRAMS OF BROAD COVERAGE WITH LOWER QUALITY. THE CREATION OF A NATIONWIDE NETWORK OF COOPERATIVE PROGRAMS WAS MENTIONED AS A POSSIBILITY. CONFEREES RECOMMENDED THAT BOTH THE FEDERAL GOVERNMENT AND THE FOUNDATIONS SUPPORT THE TRAINING OF TEACHERS FOR THESE PROGRAMS, AND THAT VISITING FOREIGNERS HELP IN AROUSING STUDENT INTEREST IN FOREIGN LANGUAGES IN COLLEGES AND SECONDARY SCHOOLS. (TC)

ED 010 234 48

METRIC PROPERTIES OF MULTIDIMENSIONAL STIMULUS CONTROL.
BY- CROSS, DAVID V.
UNIVERSITY OF MICHIGAN, ANN ARBOR
REPORT NUMBER BR-5-1278 PUB DATE 65
CONTRACT OEC-SAE-9265
EDRS PRICE MF-$0.18 HC-$4.40 110P.

DESCRIPTORS- *LANGUAGE RESEARCH, *LEARNING THEORIES, *MEASUREMENT, *STIMULUS BEHAVIOR, *STIMULUS DEVICES, ANN ARBOR, BEHAVIOR, CONDITIONED STIMULUS, MICHIGAN, PSYCHOLOGICAL TESTING, PSYCHOMETRICS,

THIS STUDY FOCUSED ON THE GENERAL PROBLEM OF HOW THE TOTAL EFFECT OF A MULTIDIMENSIONAL STIMULUS IS COMPOUNDED FROM THE SIMPLE EFFECT OF ITS SEPARATE COMPONENTS IN THE CONTEXT OF STIMULUS GENERALIZATION. FROM A THEORETICAL LEVEL, THE PROBLEM WAS STUDIED IN TERMS OF THE GEOMETRY OF MINKOWSKI. AN EXPERIMENT WAS CARRIED OUT WITH 20 SUBJECTS WHO WERE TRAINED ON SUCCESSIVE DISCRIMINATION INVOLVING 3 FREQUENCY MODULATED SINUSOIDAL TONES THAT DIFFERED IN CENTER

FREQUENCY AND/OR THE RATE OF MODULATION. THE PATTERN OF REINFORCEMENT FOR THE EMISSION OF EITHER OF TWO MUTUALLY EXCLUSIVE RESPONSES WAS CONTINGENT ON THE PRESENCE OF ONE OR TWO VISUAL CUES. IN THIS WAY, THE STIMULUS PROPERTY ATTENDED WAS BROUGHT UNDER EXPERIMENTAL CONTROL. THE STRUCTURE INDUCED ON THE EXTENDED STIMULUS SET WAS EXAMINED USING GENERALIZATION TESTING PROCEDURES WITH THE TWO VISUAL CUES PRESENTED SINGLY FOR 10 SUBJECTS, AND WITH CUES PRESENTED IN COMBINATION FOR THE OTHER 10 SUBJECTS. MEASURES OF THE RESPONSE PROBABILITY AND RESPONSE LATENCY WERE OBTAINED. MEASURES OF DISCRIMINATION LATENCY WERE RELATED TO MEASURES OF RESPONSE PROBABILITY. IN THE CHOICE OF A MODE OF EXPRESSION FOR RESPONSE LATENCY, THE MOST REASONABLE CANDIDATES WERE THE RECIPROCAL AND LOGARITHMIC TRANSFORMATIONS. (JC)

ED 010 235 48

STUDIES IN LANGUAGE AND LANGUAGE BEHAVIOR, PROGRESS REPORT NO. 2.

BY- LANE, HARLAN AND OTHERS
UNIVERSITY OF MICHIGAN, ANN ARBOR

REPORT NUMBER BR-5-1278-A PUB DATE 65
CONTRACT OEC-5-14-036
EDRS PRICE MF-$0.72 HC-$19.64 491P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *LANGUAGE RESEARCH, *LANGUAGES, *LINGUISTICS, *PROGRAMED INSTRUCTION, ANN ARBOR, HIGHER EDUCATION, LANGUAGE ENRICHMENT, LANGUAGE INSTRUCTION, MICHIGAN, STRUCTURE ANALYSIS,

THE CENTER FOR RESEARCH ON LANGUAGE AND LANGUAGE BEHAVIOR AT THE UNIVERSITY OF MICHIGAN PUBLISHED PROGRESS REPORT TWO WHICH CONTAINS 22 COMPLETED STUDIES AND A LISTING OF 25 STUDIES IN PROGRESS. ALL STUDIES WERE PUBLISHED OR LISTED IN THE REPORT UNDER THE FOLLOWING GROUP HEADINGS--(1) LANGUAGE PROCESSES, (2) LANGUAGE ACQUISITION, (3) LANGUAGE MODIFICATION, AND (4) LANGUAGE STRUCTURE. (MB)

ED 010 236 48

STUDIES IN LANGUAGE AND LANGUAGE BEHAVIOR, PROGRESS REPORT NO. 1.

BY- LANE, HARLAN AND OTHERS
UNIVERSITY OF MICHIGAN, ANN ARBOR

REPORT NUMBER BR-5-1278-B PUB DATE 15 OCT 65
CONTRACT OEC-5-14-036
EDRS PRICE MF-$0.45 HC-$10.88 272P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *LANGUAGE RESEARCH, *LANGUAGES, *LINGUISTICS, *PROGRAMED INSTRUCTION, ANN ARBOR, GRAMMAR, HIGHER EDUCATION, LANGUAGE ENRICHMENT, LANGUAGE INSTRUCTION, MICHIGAN, WORD ASSOCIATIONS (READING),

THE UNIVERSITY OF MICHIGAN'S CENTER FOR RESEARCH ON LANGUAGE AND LANGUAGE BEHAVIOR PUBLISHED PROGRESS REPORT ONE WHICH CONTAINS 14 SEPARATE RESEARCH ARTICLES AND REPORTS AND 19 LISTED STUDIES IN PROGRESS. THE STUDIES WERE ALL RELEVANT TO LANGUAGE AND LANGUAGE BEHAVIOR. ALSO INCLUDED IS A LIST OF AFFILIATED PERSONNEL CONDUCTING STUDIES IN THIS AREA OF CONCENTRATION FOR THE CENTER. (MB)

ED 010 237 24

FINDING AND DEVELOPING IDEAS, RHETORIC OF THE SENTENCE--RHETORIC CURRICULUM II, STUDENT VERSION.

BY- KITZHABER, ALBERT
UNIVERSITY OF OREGON, EUGENE

REPORT NUMBER CRP-H-149-4 PUB DATE 65
REPORT NUMBER BR-5-0366-4
EDRS PRICE MF-$0.09 HC-$1.84 46P.

DESCRIPTORS- *CURRICULUM GUIDES, *ENGLISH CURRICULUM, *RHETORIC, *STRUCTURAL ANALYSIS, *STUDY GUIDES, EUGENE, GRAMMAR, LANGUAGE INSTRUCTION, NEW GRAMMAR, OREGON, PROJECT ENGLISH, SEVENTH GRADE,

PRESENTED HERE WERE STUDY GUIDES FOR STUDENT USE IN A SEVENTH-GRADE RHETORIC CURRICULUM. THE GUIDE PRESENTED BACKGROUND INFORMATION AND EXERCISES RELATED TO--(1) FINDING AND DEVELOPING IDEAS, AND (2) RHETORIC OF THE SENTENCE. AN ACCOMPANYING GUIDE WAS PREPARED FOR TEACHER USE (ED 010 134). (WH)

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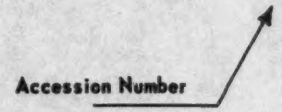

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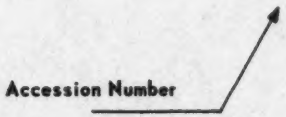

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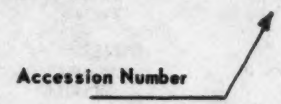

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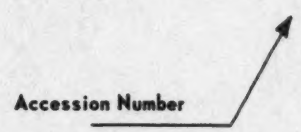

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OEC-6-12-01234-0033

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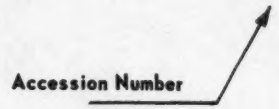

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Accession Number--an identification number sequentially assigned to project documents as they are processed.

Office of Education Program--a code for the legislative program which supported the research activity.

SAMPLE ENTRY

Title of the Research Project.

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A STUDY OF THE OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN.

Investigator(s)--the individual(s) responsible for the conduct of the project.

INVESTIGATOR- JASPEN, NATHAN

Institutional Source--the organization at which the research activity is conducted.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

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Contract or Grant Number--contract numbers have OEC prefixes; grant numbers have OEG prefixes.

CONTRACT/GRANT OEC-6-12-01234-0033

Descriptors--the subject terms assigned by an indexer to characterize the substance of a project. Only the major terms preceded by an asterisk are printed in the subject index.

DESCRIPTORS- *AUDIOVISUAL AIDS, *CABINET-TYPE PROJECTOR, ACHIEVEMENT, EQUIPMENT, TEACHING METHODS, *VIEWING CONDITIONS, INSTRUCTIONAL FILM, TEACHING METHODS, FILMS,

Start Date and End Date--the starting date and the anticipated ending date for the research project.

START DATE 12-15-65 END DATE 06-30-67

Informative Abstract--a synopsis of the project in about 200 words. When applicable it includes the purpose and procedure of the research activity.

AN EXPERIMENT WAS DESIGNED TO DISCOVER THE DIFFERENCES IN LEARNING THAT COULD BE ATTRIBUTED TO DIFFERENCES IN ROOM ILLUMINATION, VIEWING ANGLE, AND DISTANCE FROM THE SCREEN AS THEY RELATED TO THE CABINET-TYPE PROJECTOR. PARTICIPANTS WERE 721 NAVY TRAINEES. THEIR RASK CHOSEN WAS TO ASSEMBLE THE BREECH BLOCK OF AN ANTIAIRCRAFT GUN. ALTHOUGH MOST TRAINEES COULD NOT PERFORM THE TASK WITHOUT INSTRUCTION, THEY LEARNED THE ASSEMBLY IN A FEW MINUTES WITH AN APPROPRIATE FILM. HALF OF THEM SAW THE FILM UNDER DAYLIGHT ILLUMINATION CONDITIONS. THE OTHER HALF SAW THE FILM UNDER DARKENED ROOM CONDITIONS. A TEST WAS SET UP WITH 50 SEATING POSITIONS AT VARYING ANGLES OF VIEW AND AT VARYING DISTANCES FROM THE SCREEN. THE TRAINEES WERE TESTED AFTER THEY SAW THE FILM. PERFORMANCE WAS BETTER UNDER DAYLIGHT CONDITIONS IN THE OPTIMUM VIEWING AREA. OPTIMUM VIEWING WAS WITHIN 30 DEGREES OF THE CENTER LINE AND WITHIN 12 SCREEN WIDTHS OF THE SCREEN. THESE FACTORS SHOULD BE TAKEN INTO CONSIDERATION IN TRAINING SITUATIONS WHEN TRAINEES PRACTICE A SKILL DURING A FILM SHOWING. (CG)

Abstractor's initials.

EP 010 344 08

DEVELOPMENT AND EVALUATION OF AN EXPERIMENTAL CURRICULUM FOR THE NEW QUINCY (MASSACHUSETTS) VOCATIONAL-TECHNICAL SCHOOL.
INVESTIGATOR- MORRISON, E.J.
AMERICAN INSTITUTES FOR RES.IN BEHAVIORAL SCIENCES
BUREAU NUMBER BR-5-0009 PROP DATE 22 DEC 64
CONTRACT OEC-5-85-019

DESCRIPTORS- *ADVISORY COMMITTEES, *LEARNING PROCESSES, *PERFORMANCE, *VOCATIONAL EDUCATION, *VOCATIONAL SCHOOLS, DECISION MAKING SKILLS, JOB SKILLS, MASSACHUSETTS, MEASUREMENT TECHNIQUES, PERFORMANCE FACTORS, PROBLEM SOLVING, QUINCY,

START DATE 04-01-65 END DATE 12-31-69

AN ADDENDUM HAS BEEN PREPARED WHICH CONTAINS ADDITIONAL INFORMATION IN RESPONSE TO QUERIES FROM THE PROJECT REVIEW PANEL. THE PROJECT STAFF, EDUCATIONAL COORDINATORS, ADVISORY PANEL, SUPERVISORY STAFF OF THE AMERICAN INSTITUTES FOR RESEARCH, INDIRECT COSTS, AND PERFORMANCE MEASURES ARE ALL DISCUSSED. IN REFERENCE TO PERFORMANCE MEASURES, IT IS HYPOTHESIZED THAT HIGHER LEVEL JOBS WITHIN A GIVEN TECHNICAL AREA OR JOB FAMILY WILL BE THOSE WHICH DEMAND SYMBOLIC MANIPULATION, DECISION MAKING, AND PROBLEM SOLVING. AN IMPORTANT FACTOR IN DEVELOPING PERFORMANCE MEASURES WILL BE TO DIFFERENTIATE THOSE SKILLS AND KNOWLEDGES WHICH ARE CORRELATED WITH THE JOB HIERARCHY SO THAT THEY CAN BE USED NOT ONLY TO MEASURE LEVELS OF ACHIEVEMENT BUT ALSO TO GUIDE STUDENTS TOWARD APPROPRIATE LEVELS OF VOCATIONAL AND TECHNICAL TRAINING. (JC)

EP 010 345 08

DEMONSTRATION CENTER AT REIDLAND HIGH SCHOOL FOR TRAINING YOUTH IN NONFARM AGRICULTURAL OCCUPATIONS.
INVESTIGATOR- BINKLEY, HAROLD
UNIVERSITY OF KENTUCKY, COLL. OF EDUC., LEXINGTON
BUREAU NUMBER BR-5-0131 PROP DATE 17 DEC 64
CONTRACT OEC-6-85-019

DESCRIPTORS- *AGRICULTURE, *DEMONSTRATION CENTERS, *HIGH SCHOOLS, *VOCATIONAL EDUCATION, *WORK STUDY PROGRAMS, AGRICULTURAL TRENDS, DISTRIBUTIVE EDUCATION, KENTUCKY, LEXINGTON, REGIONAL PROGRAMS, REIDLAND, SALESMANSHIP, TRAINING, TWELFTH GRADE,

START DATE 07-01-65 END DATE 12-31-67

EXISTING 12TH-GRADE PILOT PROGRAMS TO TRAIN VOCATIONAL AGRICULTURE STUDENTS IN NONFARM AGRICULTURAL OCCUPATIONS WILL BE DEVELOPED INTO A DEMONSTRATION CENTER ACCESSIBLE TO TEACHERS, SUPERVISORS, AND TEACHER EDUCATORS IN AGRICULTURAL EDUCATION AS WELL AS STATE AND LOCAL ADVISORY GROUPS AND ADMINISTRATORS FROM EIGHT CENTRAL STATES. INSTRUCTIONAL UNITS WILL INCLUDE--(1) OPPORTUNITIES IN AGRICULTURAL OCCUPATIONS, (2) ORIENTATION TO THE TRAINING PROGRAM, (3) HUMAN RELATIONS AND PERSONALITY TRAITS, (4) RETAIL SALESMANSHIP, (5) STORE SKILLS, (6) ORGANIZATION OF DISTRIBUTIVE BUSINESSES, (7) AGRICULTURAL ARITHMETIC, AND (8) MERCHANDIZING OF SEEDS, FEEDS, FERTILIZERS, AND AGRICULTURAL CHEMICALS. STUDENTS IN TRAINING WILL BE PLACED IN AGRICULTURAL BUSINESSES WHERE THEY WILL RECEIVE 200 HOURS OF SUPERVISED WORK EXPERIENCE. EVALUATION OF STUDENTS WILL INCLUDE PRE- AND POST-TESTS AND FOLLOWUP AFTER THEY ARE PLACED IN FULL-TIME EMPLOYMENT. (JM)

EP 010 346 08

VOCATIONAL PROGRAMS IN THE PUBLIC SCHOOLS--THE ROLE OF THE TEACHER.
INVESTIGATOR- GODFREY, ELEANOR P.
BUREAU OF SOCIAL SCIENCE RESEARCH INC.,WASH. D. C.
BUREAU NUMBER BR-5-0140 PROP DATE 01 JUN 65
GRANT OEG-2-6-000396-0664

DESCRIPTORS- *TEACHER BACKGROUND, *TEACHER QUALIFICATIONS, *TEACHER ROLE, *VOCATIONAL EDUCATION, *VOCATIONAL SCHOOLS, ADMINISTRATION, DISTRICT OF COLUMBIA, PUBLIC SCHOOLS, QUESTIONNAIRES, SURVEYS, TEACHER CHARACTERISTICS,

START DATE 06-15-66 END DATE 01-31-68

THE MAJOR PURPOSE IS TO STUDY THE ROLE OF THE TEACHER IN PUBLIC VOCATIONAL EDUCATION PROGRAMS--(1) HIS BACKGROUND CHARACTERISTICS, PROFESSIONAL PREPARATION, CAREER COURSE, AND TEACHING ENVIRONMENT, (2) HIS VIEW OF HIS ROLE IN THE GENERAL EDUCATIONAL ENDEAVOR, (3) HIS EVALUATION OF HIS TRAINING, STATUS, AND FUTURE CONTRIBUTIONS, AND (4) HIS OPINIONS AND CONCERNS ABOUT ISSUES IN VOCATIONAL EDUCATION. STRATIFIED NATIONWIDE SAMPLES WILL BE DRAWN OF (1) PUBLIC SCHOOLS, (2) TECHNICAL AND VOCATIONAL SCHOOLS AND INSTITUTES, AND (3) PUBLIC JUNIOR AND COMMUNITY COLLEGES. THE PRINCIPAL DATA-GATHERING INSTRUMENT WILL BE A MAIL QUESTIONNAIRE DIRECTED TO TEACHERS AND ADMINISTRATORS. THE DATA WILL BE ANALYZED TO YIELD DESCRIPTIVE INFORMATION, APPROPRIATE COMPARISONS, AND SUCH IMPLICATIONS FOR POLICY AND PLANNING NEEDS AS THE FINDINGS MAY WARRANT. (HB)

EP 010 347 08

CURRICULUM DEVELOPMENT PROGRAM FOR PRESCHOOL TEACHER AIDES.
INVESTIGATOR- NAYLOR, NAOMI L.
SOUTHERN ILLINOIS UNIV., EDWARDSVILLE CAMPUS
BUREAU NUMBER BR-5-0165 PROP DATE 01 SEP 65
CONTRACT OEC-6-85-040

DESCRIPTORS- *CHILD DEVELOPMENT, *PRESCHOOL CHILDREN, *TEACHER AIDES, *TRAINING, *YOUTH, AID TO DEPENDENT CHILDREN (ADC), EDWARDSVILLE, ILLINOIS, INSERVICE PROGRAMS, INSTRUCTIONAL MATERIAL, UNEMPLOYMENT,

START DATE 11-01-65 END DATE 04-30-67

THE PRIMARY GOAL OF THIS DEVELOPMENTAL EFFORT WILL BE TO GENERATE MATERIALS AND METHODS FOR TRAINING PRESCHOOL TEACHER AIDES, UTILIZING UNEMPLOYED YOUTH, INCLUDING ADC (AID TO DEPENDENT CHILDREN) RECIPIENTS AS TRAINEES. A SECONDARY PURPOSE WILL BE TO PROVIDE TRAINEES WITH AN UNDERSTANDING OF CHILD DEVELOPMENT WHICH WILL HELP THEM ACQUIRE NECESSARY SKILLS FOR WORKING EFFECTIVELY WITH PRESCHOOL CHILDREN. PRINCIPLES OF CHILD DEVELOPMENT AND NURSERY EDUCATION WILL BE TAUGHT IN A 4-WEEK DIRECT-OBSERVATION AND DISCUSSION SESSION, COMBINED WITH SMALL-GROUP MEETINGS. THIS WILL BE FOLLOWED BY A 12-WEEK PRACTICUM, COMBINED WITH WEEKLY INSERVICE TRAINING SESSIONS AND CONTINUING SMALL-GROUP MEETINGS. THE EVALUATION WILL EMPHASIZE OPERATIONS ANALYSIS DESIGNED TO PROVIDE CONTINUOUS FEEDBACK TO A DEVELOPMENTAL GROUP. THIS GROUP WILL

DEVELOP RELEVANT TEACHING MATERIALS AND WILL CONTINUALLY TEST AND MODIFY THESE MATERIALS, AS APPROPRIATE. (HB)

EP 010 348 08
SCIENTIFIC SECRETARY TRAINING PROGRAM DEVELOPMENT.
INVESTIGATOR- SWENSON, JOHN H.
UNIVERSITY OF COLORADO, BOULDER
BUREAU NUMBER BR-5-0188 PROP DATE 26 MAY 65
CONTRACT OEC-6-85-049

DESCRIPTORS- *EXTENSION EDUCATION, *INSTRUCTIONAL MATERIALS, *SCIENCE EDUCATION, *SECRETARIES, *VOCATIONAL EDUCATION, BOULDER, COLLEGE INSTRUCTION, COLORADO, JOB ANALYSIS, VOCATIONAL RETRAINING,

START DATE 11-01-65 END DATE 09-30-67

INSTRUCTIONAL MATERIALS WILL BE DEVELOPED AND EVALUATED TO TEACH THE SKILLS NEEDED BY SECRETARIES WHO WILL WORK FOR SCIENTISTS AND ENGINEERS. THE INITIAL RESEARCH AND OBSERVATION PHASE WILL DETERMINE THE EDUCATIONAL NEEDS OF THOSE PERSONS WORKING AS SCIENTIFIC SECRETARIES AND THE RELATED REQUIREMENTS OF THEIR EMPLOYERS. THE SECOND PHASE WILL DEVELOP INSTRUCTIONAL MATERIALS, METHODS OF EVALUATION, AND COURSE OUTLINES COVERING (1) UPGRADING OF BASIC SKILLS AND SKILL APPLICATION AND (2) PERTINENT SCIENTIFIC AND TECHNICAL TRAINING. A PILOT TRAINING PROGRAM WILL TEST MATERIALS AND METHODS DURING THE TRAINING OF APPROXIMATELY 30 PARTICIPANTS SELECTED FROM SECRETARIAL AND CLERICAL EMPLOYEES IN THE LOCAL POPULATION. A FOLLOWUP EVALUATION APPROXIMATELY 6 MONTHS AFTER TRAINING WILL TEST THE RESULTS OF THE TRAINING AND PROVIDE FURTHER INFORMATION ON THE ADEQUACY OF THE MATERIALS AND METHODS USED. (JM)

EP 010 349 40
THE DEVELOPMENT AND EVALUATION OF A DIAGNOSTICALLY BASED CURRICULUM FOR PRESCHOOL PSYCHO-SOCIALLY DEPRIVED CHILDREN.
INVESTIGATOR- MCCANDLESS, BOYD R.
INDIANA UNIV. FOUNDATION, BLOOMINGTON
BUREAU NUMBER BR-5-0350 PROP DATE 01 JUN 64
CONTRACT OEC-32-24-0210-1011

DESCRIPTORS- *CULTURALLY DISADVANTAGED, *CURRICULUM DEVELOPMENT, *DIAGNOSTIC TESTS (EDUCATION), *PRESCHOOL PROGRAMS, *PSYCHOLOGICAL PATTERNS, BLOOMINGTON, EDUCATIONAL RESEARCH, INDIANA, KINDERGARTEN CHILDREN,

START DATE 06-01-64 END DATE 08-31-67

THE PURPOSE OF THE STUDY IS THE DEVELOPMENT AND EVALUATION OF A DIAGNOSTICALLY BASED CURRICULUM FOR PRESCHOOL PSYCHO-SOCIALLY DEPRIVED CHILDREN. THE SPECIFIC OBJECTIVES ARE (1) TO IDENTIFY AND DEVELOP TECHNIQUES AND INSTRUMENTS USEFUL IN PRESCHOOL DIAGNOSIS WHICH LEAD TO PRODUCTIVE CURRICULUM PRACTICES, (2) TO OBTAIN EMPIRICAL DATA CONCERNING THE EFFECTIVE USE OF SELECTED DIAGNOSTIC TOOLS IN CURRICULUM DEVELOPMENT FOR CHILDREN WITH SPECIFIED STRENGTHS AND DEFECTS, (3) TO EVALUATE THE EFFECTIVENESS OF THE DIAGNOSTICALLY BASED CURRICULUM AS STATED IN THE FOLLOWING OBJECTIVE, AND (4) TO DEVELOP AND REFINE A TENTATIVE CURRICULUM FOR 5-YEAR-OLD PSYCHO-SOCIALLY DEPRIVED CHILDREN IN ORDER TO PREVENT FUTURE MENTAL AND EDUCATIONAL RETARDATION. THE DESIGNED CURRICULUM WILL BE APPLIED TO 3 EXPERIMENTAL GROUPS OF FIFTEEN 5-YEAR-OLD CHILDREN FOR 1 ACADEMIC YEAR IN EACH OF 5 SUCCESSIVE YEARS. THE TOTAL NUMBER OF SUBJECTS IS EXPECTED TO BE 45 EXPERIMENTAL AND 135 CONTROL SUBJECTS. THE CRITERION VARIABLES OF ACHIEVEMENT AND ADJUSTMENT FOR THE EXPERIMENTAL GROUPS WILL BE COMPARED WITH THOSE OF THE THREE CONTROL GROUPS AS THEY COMPLETE SUCCESSIVE YEARS OF REGULAR SCHOOL ATTENDANCE THROUGH AN ORIGINAL AND TWO REPLICATION STUDIES. (HB)

EP 010 350 24
COMPARISON BETWEEN SELECTED CHARACTERISTICS AND PERFORMANCE OF PROVISIONALLY AND PROFESSIONALLY CERTIFIED BEGINNING TEACHERS IN GEORGIA.
INVESTIGATOR- BLEDSOE, JOSEPH C.
UNIVERSITY OF GEORGIA, ATHENS
BUREAU NUMBER BR-5-1029 PROP DATE 20 JULY 64
CONTRACT OEC-5-10-145

DESCRIPTORS- *BEGINNING TEACHERS, *COMPARATIVE ANALYSIS, *PERFORMANCE FACTORS, *TEACHER CHARACTERISTICS, ATHENS, GEORGIA, INSERVICE TEACHER EDUCATION, LONGITUDINAL STUDY, PRESERVICE TEACHER EDUCATION,

START DATE 09-01-64 END DATE 08-31-67

A COMPARATIVE STUDY WILL BE CONDUCTED OF BEGINNING CLASSROOM TEACHERS' PERFORMANCE AND CHARACTERISTICS. PART ONE OF THE STUDY WILL CONSIST OF IDENTIFYING TEACHERS, THEIR LOCATIONS, TEACHING ASSIGNMENTS, GENERAL TEACHER STATUS, AND A NUMBER OF OTHER FACTORS. PART TWO WILL INVOLVE COMPARING TEACHERS WITH A PROFESSIONAL CERTIFICATE WITH THOSE POSSESSING PROVISIONAL CERTIFICATES. INFORMATION WILL BE OBTAINED FROM EXISTING RECORDS AND BY INTERVIEW OR QUESTIONNAIRE FROM VARIOUS SOURCES. THE "STATIC GROUP COMPARISON" TECHNIQUE WILL BE USED WITH GROUPS OF 40 TO 50 TEACHERS IN EACH OF SEVERAL MAJOR FIELDS AND CATEGORIES. RECOMMENDED IMPROVEMENTS FOR PRE- AND IN-SERVICE TEACHER EDUCATION PROGRAMS ARE THE ANTICIPATED RESULTS. (RS)

EP 010 351 08
COMPARATIVE COSTS AND BENEFITS OF VOCATIONAL VERSUS ACADEMIC (HIGH SCHOOL) EDUCATION.
INVESTIGATOR- KAUFMAN, JACOB
PENNSYLVANIA STATE UNIV.INST.RES.ON HUMAN RESOURCES
BUREAU NUMBER BR-5-1190 PROP DATE 01 SEP 65
GRANT OEG-1-6-000512-0817

DESCRIPTORS- *EDUCATIONAL BENEFITS, *EDUCATIONAL FINANCE, *EDUCATIONAL STATUS COMPARISON, *GRADUATE SURVEYS, *VOCATIONAL EDUCATION, COMPARATIVE ANALYSIS, COSTS, PENNSYLVANIA, UNIVERSITY PARK,

START DATE 04-01-66 END DATE 09-30-68

A STUDY IS TO BE CONDUCTED TO DETERMINE (1) THE COST BENEFITS OF VOCATIONAL EDUCATION IN GENERAL, VIS-A-VIS ACADEMIC EDUCATION, (2) THE COST BENEFITS OF DIFFERENT TYPES OF VOCATIONAL EDUCATION PROGRAMS, AND (3) THE COST BENEFITS OF DIFFERENT TYPES OF VOCATIONAL EDUCATION TRAINING SKILLS WITH REFERENCE TO SOCIETY, INDUSTRY, AND THE INDIVIDUAL. DATA ON ADMINISTRATIVE, INSTRUCTIONAL, AND CAPITAL COSTS WILL BE

OBTAINED FROM THE SCHOOL SYSTEMS OF NINE NORTHEASTERN STATES. DATA ON RETURNS TO THE INDIVIDUAL AND THE COMMUNITY WILL BE OBTAINED FROM A MAIL SURVEY OF 13,500 GRADUATES AND NONGRADUATES OF VARIOUS VOCATIONAL AND ACADEMIC PROGRAMS. CODING OF DATA AND STATISTICAL WORK WILL BE DONE BY DATA PROCESSING. REGRESSION AND CORRELATION ANALYSIS WILL BE USED. INFORMATION GATHERED AND COST-BENEFIT ANALYSIS WILL HELP PROVIDE OBJECTIVE ECONOMIC CRITERIA FOR EVALUATION, RECOGNIZING THAT NONECONOMIC CRITERIA ARE NOT TO BE REJECTED. (HB)

EP 010 352 24

DEVELOPMENT OF A COMPUTER PROGRAM FOR USE IN THE ANALYSIS OF FUTURE LAND, BUILDING, AND STAFF REQUIREMENTS IN INSTITUTIONS OF HIGHER LEARNING.
INVESTIGATOR- MEIER, ROBERT C.
UNIVERSITY OF WASHINGTON, SEATTLE
BUREAU NUMBER BR-5-8414 PROP DATE 66
CONTRACT OEC-4-7-008414-0467

DESCRIPTORS- *COLLEGE BUILDINGS, *COMPUTER PROGRAMS, *COMPUTERS, *LAND USE, *UNIVERSITIES, CLASSROOMS, COLLEGE PLANNING, COLLEGES, EDUCATIONAL EQUIPMENT, EDUCATIONAL FACILITIES, INFORMATION PROCESSING, SEATTLE, STAFF UTILIZATION, WASHINGTON,

START DATE 10-01-66 END DATE 09-30-67

A COMPUTER PROGRAM WILL BE DEVELOPED TO PROVIDE PERIOD-BY-PERIOD ESTIMATES OF FUTURE UNIVERSITY REQUIREMENTS FOR LAND, BUILDINGS, AND STAFF. THE PROGRAM WILL TAKE PROJECTIONS OF VARIABLES EXTERNAL TO A UNIVERSITY WHICH AFFECT THE STAFF AND FACILITIES REQUIREMENTS AND, THROUGH A SET OF COMPLEX RELATIONSHIPS, PRODUCE INFORMATION WHICH CAN BE USED TO EVALUATE CONDITIONS AT VARIOUS PRESCRIBED PERIODS OF TIME. THIS PROGRAM WILL PROVIDE THE OPPORTUNITY TO OBSERVE THE EFFECTS ON A UNIVERSITY OF DIFFERENT PROJECTIONS OF SUCH EXTERNAL VARIABLES AS THE CHARACTER OF THE STUDENT BODY, STUDENTS' OBJECTIVES, LEVEL OF RESEARCH ACTIVITY AND SERVICES, AND ACTIVITIES PROVIDED BY THE UNIVERSITY. IT WILL ALSO PROVIDE AN OPPORTUNITY TO MANIPULATE ENDOGENOUS VARIABLES IN ORDER TO SEE HOW THE MANIPULATIONS ALTER REQUIREMENTS. EXAMPLES OF THE LATTER WOULD INCLUDE STUDENT-FACULTY RATIOS AND OFFICE SPACE STANDARDS. AFTER ADJUSTMENT AND REVIEW OF THE PROGRAM, IT IS ANTICIPATED THAT IT COULD BE USED AS A USEFUL LONG-RANGE PLANNING TOOL. (JC)

EP 010 353 24

GROUP USE OF PROGRAMED INSTRUCTIONAL MATERIALS.
INVESTIGATOR- CRIST, ROBERT L.
ILLINOIS STATE UNIV., NORMAL
BUREAU NUMBER BR-5-8470 PROP DATE 66
CONTRACT OEC-3-7-058470-0394

DESCRIPTORS- *ATTITUDES, *ELEMENTARY GRADES, *FILMS, *GROUP MEMBERSHIP, *PROGRAMED INSTRUCTION, GROUP READING, GROUP RELATIONS, ILLINOIS, NORMAL, PROGRAMED MATERIALS,

START DATE 09-20-66 END DATE 07-30-67

THE MAIN OBJECTIVE OF THIS STUDY WILL BE TO DETERMINE THE EFFICACY OF USING PROGRAMED MATERIAL WITH SMALL GROUPS OF SUBJECTS WITHIN THE CONFINES OF THE TYPICAL CLASSROOM. THE MATERIALS WILL BE PRESENTED THROUGH THE USE OF THE 8MM TECHNICOLOR 200 PROJECTOR. TWO PHASES ARE PLANNED--IN PHASE ONE, GROUP-STUDY AND INDIVIDUAL- STUDY CONDITIONS WILL BE COMPARED. IN PHASE TWO, ALL SUBJECTS WILL STUDY UNDER GROUP CONDITIONS. SIX ELEMENTARY CLASSROOMS WILL BE RANDOMLY SELECTED FOR THE STUDY. EACH GROUP WILL SERVE AS ITS OWN CONTROL. WITH WELL-PREPARED PROGRAMED TEXTS INTENDED FOR USE IN THIS STUDY, THERE ARE PROGRAM WRITER-PRODUCED TESTS FOR MEASURING EACH PROGRAM'S CLEARLY SPECIFIED OBJECTIVES. ANALYSIS OF THE DATA WILL TAKE TWO FORMS. CONVENTIONAL ANALYSIS BETWEEN GROUPS WILL CONSIST OF PRESTUDY COMPARISONS, INTERIM PROGRAM COMPARISONS, AND COMPARISONS AT THE END OF EACH STUDY PHASE. A SECOND ANALYSIS WILL INCLUDE WHAT HAS BEEN TERMED "THE INTERRUPTED TIME-SERIES EXPERIMENT." ANALYSIS WILL BE MADE OF INDIVIDUAL AS WELL AS GROUP RESPONSES. (JC)

EP 010 354 24

CURRICULUM IMPROVEMENT PROGRAM IN ENGLISH LANGUAGE COMMUNICATION SKILLS FOR SCHOOLS OF THE TRUST TERRITORY OF THE PACIFIC ISLANDS.
INVESTIGATOR- PORTER, M.R.
UNIVERSITY OF HAWAII, COLL. OF EDUC., HONOLULU
BUREAU NUMBER BR-6-1025 PROP DATE 66
GRANT OEG-4-7-061025-2077

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *ELEMENTARY EDUCATION, *ENGLISH INSTRUCTION, *SECONDARY EDUCATION, *TEACHER EDUCATION, AUDIOLINGUAL METHODS, CURRICULUM GUIDES, HAWAII, HONOLULU, INSTRUCTIONAL MATERIALS, LANGUAGE INSTRUCTION, MATERIAL DEVELOPMENT, MICRONESIA, PONAPE, TRUST TERRITORY OF THE PACIFIC ISLANDS,

START DATE 11-10-66 END DATE 10-31-68

THE MAJOR PURPOSE OF THE STUDY IS TO DEVELOP CURRICULUMS FOR THE TRUST TERRITORY OF THE PACIFIC ISLANDS. SPECIFIC OBJECTIVES ARE (1) TO EVALUATE THE CURRENT STATUS OF ENGLISH INSTRUCTION AND PROFICIENCY IN ENGLISH, SPEECH, READING, AND WRITING FOR MICRONESIAN PUPILS AND TEACHERS IN THE PONAPE DISTRICT IN GRADES 1-12, AND (2) TO DEVELOP INSTRUCTION MATERIALS AND A SEQUENTIAL CURRICULUM FOR AN AUDIOLINGUAL APPROACH TO LANGUAGE LEARNING. CURRENT ENGLISH INSTRUCTION AND PROFICIENCY ARE TO BE EVALUATED IN ACCORDANCE WITH THE FIRST OBJECTIVE. TRUST TERRITORY EDUCATORS AT ALL LEVELS WILL PARTICIPATE. CURRICULUM COMMITTEES WILL BE FORMED TO DEVELOP CURRICULUM GUIDES. ENGLISH PROFICIENCY SAMPLINGS OF PUPIL POPULATION IN GRADES 1-12 OF THE PONAPE DISTRICT WILL BE INCLUDED. COMPARISONS WILL BE MADE BETWEEN CONTROL GROUPS OF STUDENTS ENROLLED IN AN EXISTING ENGLISH CURRICULUM AND STUDENTS ENTERING THE EXPERIMENTAL CURRICULUM, AS WELL AS STUDENTS AT THE BEGINNING AND END OF THE PROJECT. ANNUAL EVALUATIONS OF STUDENT PROGRESS WILL BE MADE THROUGH THE USE OF STANDARDIZED TESTS, SPECIALLY CONSTRUCTED TESTS, AND TEACHER-CONSTRUCTED TESTS, WITH ITEM ANALYSES OF ACHIEVEMENT MEASURES AND STATISTICAL COMPARISONS OF STUDENT GROUPS. (HB)

EP 010 355 24

INSTRUCTIONAL TECHNIQUES FOR TEACHING ADULT COLLEGE CREDIT COURSES.
INVESTIGATOR- DUBOIS, PHILIP

WASHINGTON UNIV., ST. LOUIS
BUREAU NUMBER BR-6-1134 PROP DATE 10 AUG 65
CONTRACT OEC-3-7-061134-1532

DESCRIPTORS- *ADULT EDUCATION, *COLLEGES, *CREDIT, *PROGRAM EVALUATION, *STUDENT CHARACTERISTICS, ACHIEVEMENT, INSTRUCTIONAL MATERIALS, MISSOURI, PSYCHOLOGY, ST. LOUIS,

START DATE 07-01-66 END DATE 12-31-68

THE EFFECTIVENESS OF A RELATIVELY NOVEL INSTRUCTIONAL PROCEDURE "ELECTIVE CLASS PARTICIPATION," IN CREDIT COURSES FOR ADULTS WILL BE EVALUATED. BRIEFLY, SUCH A PROCEDURE WILL MAKE AVAILABLE A VARIETY OF CAMPUS FACILITIES FOR LEARNING, BUT WILL LEAVE THE STUDENT FREE TO CHOOSE WHETHER OR NOT HE WISHES TO USE THOSE FACILITIES. STUDENTS IN EXPERIMENTAL OR CONTROL SECTIONS OF CERTAIN UNIVERSITY ADULT CREDIT COURSES IN PSYCHOLOGY ARE TO BE MEASURED DURING FIRST SESSIONS FOR SCHOLASTIC APTITUDE, BIOGRAPHICAL VARIATES, AND KNOWLEDGE OF SUBJECT MATTER. STUDENTS IN CONTROL SECTIONS WILL FOLLOW THE CUSTOMARY OUTLINE OF ASSIGNMENTS, LECTURES, DEMONSTRATIONS, DISCUSSIONS, AND QUIZZES. EXPERIMENTAL SECTION STUDENTS WILL BE OFFERED CERTAIN OPTIONAL PROGRAMS IN WHICH THE INSTRUCTOR WILL PROVIDE OPPORTUNITIES OF VARIOUS KINDS FOR LEARNING THE SUBJECT MATTER. TEXTBOOKS AND SUPPLEMENTARY MATERIALS, TO BE USED AS THE BASIS FOR A FINAL EXAMINATION, WILL BE IDENTICAL IN ALL SECTIONS. EFFECTIVENESS OF "ELECTIVE CLASS PARTICIPATION" WILL BE JUDGED BY STUDENT AND INSTRUCTOR EVALUATION, ACCORDING TO DIFFERENCES IN STUDENT ACHIEVEMENT, WITH RELATED VARIABLES TAKEN INTO CONSIDERATION. (JH)

EP 010 356 40

A STUDY OF THE EFFECTIVENESS OF THE INITIAL TEACHING ALPHABET WITH THREE-, FOUR-, AND FIVE-YEAR-OLD DEAF AND HARD-OF-HEARING CHILDREN.
INVESTIGATOR- TAYLOR, MYRA J.
COMPTON CITY SCHOOLS, CALIF.
BUREAU NUMBER BR-6-1169 PROP DATE 66
GRANT OEG-4-7-061169-0414

DESCRIPTORS- *DEAF CHILDREN, *DEAF EDUCATION, *DEAF RESEARCH, *METHODOLOGY, *READING RESEARCH, CALIFORNIA, CHILDREN, COMPTON, INITIAL TEACHING ALPHABET, LANGUAGE ARTS, PRESCHOOL CHILDREN,

START DATE 11-22-66 END DATE 09-25-67

INVESTIGATIONS WILL BE CONDUCTED ON THE FOLLOWING FOUR AREAS--(1) THE PROBLEM OF COMMUNICATION OF DEAF AND HARD-OF-HEARING CHILDREN, (2) THE USE OF A BASIC, CONSISTENT, REPRESENTATIONAL TEACHING STIMULUS FOR RECEPTIVE AND EXPRESSIVE LANGUAGE, (3) THE USE OF A SINGLE, REPRESENTATIVE PHONETIC DEVICE, THUS REDUCING THE NUMBER OF MULTISYSTEMS APPROACHES, TO DEVELOP AND FACILITATE RETENTION OF LANGUAGE FOR 3-, 4-, AND 5-YEAR-OLDS ENROLLED IN AN ORAL-AURAL INTEGRATED TYPE OF EDUCATIONAL PROGRAM FOR THE DEAF AND HARD-OF-HEARING, AND (4) THE USE OF A SINGLE PHONETIC DEVICE IN THE TEACHING OF DEAF AND HARD-OF-HEARING 3-, 4-, AND 5-YEAR-OLDS AS THE MOST EFFECTIVE MEASURE, INVOLVING ECONOMICAL USE OF TIME, NECESSARY IN THE TEACHING OF A PATTERN OF COMMUNICATION TOGETHER WITH A REINFORCEMENT OF CONCEPTUALIZATIONS. CHILDREN IN A COOPERATIVE PROGRAM FOR THE DEAF AND HARD-OF-HEARING WILL BE TAUGHT THE "INITIAL TEACHING ALPHABET." THIS DEVICE WILL BE USED FOR THEIR READING, WRITING, AND SPEECH DEVELOPMENT. ANOTHER GROUP OF CHILDREN IN THE COOPERATIVE PROGRAM WILL BE USED FOR PURPOSES OF STATISTICAL COMPARISONS AS TO RATE OF LANGUAGE DEVELOPMENT IN SPONTANEOUS SPEECH, READING, AND WRITING. (HB)

EP 010 357 56

MULTICATEGORICAL EVALUATION OF PERFORMANCE IN CLINICAL PROBLEM-SOLVING TESTS.
INVESTIGATOR- WILDS, PRESTON L.
MEDICAL COLL. OF GEORGIA, AUGUSTA
BUREAU NUMBER BR-6-1206 PROP DATE 66
GRANT OEG-2-7-061206-2648

DESCRIPTORS- *INSTRUCTIONAL IMPROVEMENT, *MEDICAL SERVICES, *PROBLEM SOLVING, *SCORING, *TEST VALIDITY, AUGUSTA, CLINIC PERSONNEL (EDUCATION), GEORGIA, MEASUREMENT TECHNIQUES, MEDICAL SCHOOL STUDENTS, PHYSICIANS, SKILL DEVELOPMENT,

START DATE 11-01-66 END DATE 04-31-69

NUMERICAL SCORING SYSTEMS FOR CLINICAL TESTS WILL BE DEVELOPED, VALIDATED, AND CROSS-VALIDATED IN THIS STUDY TO MEASURE DIFFERENT INSTRUCTIONAL METHODS. DATA WILL BE DEVELOPED BY MODIFICATION OF NINE CLINICAL PROBLEM-SOLVING TESTS, ACQUISITION OF NEW TEST DATA, AND MECHANICAL PROCESSING OF THE DATA COLLECTED. THE TESTS WILL BE ADMINISTERED TO FIVE POPULATION SAMPLES OF MEDICAL STUDENTS, RESIDENT PHYSICIANS, AND CLINICIANS. SCORING WILL BE DEVELOPED BY DEFINED CATEGORIES OF DIAGNOSTIC PROCESS AND PRODUCT, AND THERAPEUTIC PRODUCT. WEIGHTS WILL BE DEVELOPED BY TRIAL, REVISION, AND CROSS VALIDATION WITH THE ASSISTANCE OF A PANEL OF CLINICIANS. THE SCORING SYSTEMS WILL REFLECT CLINICIANS' JUDGMENTS, AND A DISCRIMINATION WILL BE MADE BETWEEN EXPERTS IN PROBLEM-SOLVING SKILLS AND THOSE LESS EXPERIENCED. FURTHER ADAPTATION OF TAB-ITEM TESTS TO SPECIFIC PROBLEMS OF PATIENT CARE IS ANTICIPATED WHICH WILL AID IN TEACHING CLINICAL PROBLEM-SOLVING SKILLS. (RS)

EP 010 358 24

LANGUAGE RESOURCE INFORMATION FOR TEACHERS OF THE CULTURALLY DISADVANTAGED.
INVESTIGATOR- DAVIS, ALVA L.
ILLINOIS INST. OF TECH., CHICAGO
BUREAU NUMBER BR-6-1340 PROP DATE 11 MAY 66
CONTRACT OEC-3-7-061340-0071

DESCRIPTORS- *DISADVANTAGED GROUPS, *ENGLISH INSTRUCTION, *LANGUAGE DEVELOPMENT, *MATERIAL DEVELOPMENT, *RESOURCE MATERIALS, CHICAGO, COMMUNICATION PROBLEMS, ILLINOIS, IMPROVEMENT PROGRAMS, LINGUISTIC ATLAS OF THE UNITED STATES AND CANADA, SOCIAL DIFFERENCES, SPECIALISTS, STANDARDS, TEACHING TECHNIQUES,

START DATE 07-26-66 END DATE 01-25-68

SCHOLARS OF AMERICAN ENGLISH AND EDUCATORS WILL BE ASSEMBLED TO PREPARE MATERIALS ON REGIONAL STANDARDS AND SUBSTANDARDS OF ENGLISH FOR CURRICULUM PLANNERS AND TEACHERS OF UNDERPRIVILEGED PUPILS. THE MATERIALS WILL INCLUDE THE EFFECTS OF OTHER MODES OF COMMUNICATION (PARALANGUAGE,

KINESICS, AND PROXEMICS) ON GROUP IDENTIFICATION. THERE WILL BE AN ANNOTATED BIBLIOGRAPHY FOR FURTHER STUDY AND ILLUSTRATIVE TAPES OF THE SPEECH MATERIALS. THE SPECIALISTS WILL PREPARE SECTIONS ON THEIR FIELDS OF INTEREST. REGULAR MEETINGS WILL BE HELD TO INSURE PROPER COORDINATION, CRITICAL EVALUATION, AND RAPID PROGRESS. (RS)

EP 010 359 24

BRAIN WAVES AND HUMAN INTELLIGENCE.
INVESTIGATOR- BARRY, W.F.
UNIVERSITY OF OTTAWA, CANADA
BUREAU NUMBER BR-6-1545 PROP DATE 08 NOV 65
CONTRACT OEC-1-7-061545-0253

DESCRIPTORS- *BEHAVIORAL SCIENCES, *HUMAN BODY, *INFORMATION PROCESSING, *INTELLIGENCE TESTS, *PSYCHOMETRICS, CANDADA, HUMAN DEVELOPMENT, ONTARIO, OTTAWA, PHYSIOLOGICAL FACTORS,

START DATE 09-01-66 END DATE 08-31-67

RESEARCH TOWARD THE GOAL OF DEVELOPING A QUICK AND PRACTICABLE TECHNIQUE FOR CULTURE-FREE ASSESSMENT OF INTELLIGENCE WILL (1) EXPLORE AND EXTEND THE ALREADY ESTABLISHED RELATIONSHIP BETWEEN HUMAN BEHAVIORAL INTELLIGENCE AND LATENCY OF EVOKED CORTICAL POTENTIALS, THAT IS, THE DETECTABLE ELECTRICAL CHANGES IN THE BRAIN IN RESPONSE TO DELIBERATE STIMULATION OF ANY PART OF THE NERVOUS SYSTEM, AND (2) IDENTIFY AND CLARIFY THE VARIOUS WAYS IN WHICH SUCH A PHYSIOLOGICAL MEASUREMENT MAY BE RELATED TO A VARIETY OF ASPECTS OF INTELLIGENT BEHAVIOR. RESEARCH WILL BE BASED UPON THE POSTULATE THAT A BIOLOGICALLY EFFICIENT ORGANISM SHOULD PROCESS INFORMATION MORE RAPIDLY THAN A LESS EFFICIENT ORGANISM AND THAT THE DELAY OF COMPONENTS OF THE EVOKED CORTICAL POTENTIALS COULD SERVE AS A MEASURE OF THE EFFICIENCY OF THIS PROCESS. EVOKED POTENTIALS FOLLOWING SIMPLE VISUAL AND AUDITORY STIMULATION WILL BE COMPUTER AVERAGED FOR DETECTION, AND THEIR LATENCIES OR SPEEDS OF OCCURRENCE MEASURED FROM A SAMPLE OF APPROXIMATELY 400 MALE AND FEMALE SUBJECTS WITH AGES RANGING FROM 6 YEARS TO 45 YEARS. THE LATENCY DATA WILL THEN BE CORRELATED WITH PERFORMANCES ON MULTIDIMENSIONAL AND FACTORIZED TESTS OF INTELLIGENCE, VERIFIED RECORDS OF ACADEMIC ACHIEVEMENT, AND EDUCATIONAL-OCCUPATIONAL LEVELS. (JM)

EP 010 360 24

PILOT SHORT-TERM WORKSHOPS ON TRAINING ENTIRE STAFFS OF SELECTED ELEMENTARY SCHOOLS ON THE EFFECTIVE UTILIZATION AND ADAPTATION OF NEW INSTRUCTIONAL MEDIA FOR DEVELOPING CREATIVITY.
INVESTIGATOR- WILLIAMS, FRANK E.
MACALESTER COLLEGE, ST. PAUL, MINN.
BUREAU NUMBER BR-6-1619 PROP DATE 65
CONTRACT OEC-3-7-061619-0392

DESCRIPTORS- *CREATIVITY, *INFORMATION DISSEMINATION, *INSTRUCTIONAL MATERIALS, *WORKSHOP, CREATIVITY RESEARCH, ELEMENTARY SCHOOL TEACHERS, INSERVICE TEACHER EDUCATION, MEDIA RESEARCH, MEDIA SPECIALISTS, MINNESOTA, PRINCIPALS, ST. PAUL, SUPERVISORS,

START DATE 09-20-66 END DATE 12-19-67

PERIODIC SHORT-TERM WORKSHOPS WILL BE CONDUCTED TO INFORM TEACHERS ABOUT NEW DEVELOPMENTS IN INSTRUCTIONAL MEDIA AND TO TRAIN THEM IN NEW USES OF MEDIA FOR DEVELOPING CREATIVITY IN SCHOOL CLASSROOMS. THROUGH THE MACALESTER CREATIVITY PROJECT OFFICE, WORKSHOPS WILL BE CONDUCTED FOR FIVE SCHOOLS WHICH WILL BECOME KNOWN AS PROJECT SCHOOLS. ABOUT 100 TRAINEES WILL INCLUDE BUILDING PRINCIPALS, DISTRICT CURRICULUM SUPERVISORS, AND ELEMENTARY SCHOOL TEACHERS. FOR DEMONSTRATION MATERIALS, THE PROJECT OFFICE WILL PURCHASE OR OBTAIN ON LOAN EXISTING NEW MEDIA RESOURCES WHICH ARE AVAILABLE FOR CREATIVITY EXPERIMENTATION. INDIVIDUAL PROJECT SCHOOLS WILL BE EXPECTED TO OBTAIN MATERIALS FOR TEACHERS' USE AT THEIR OWN DISTRICT EXPENSE. DEMONSTRATIONS WILL ALSO BE GIVEN ON THE MANY TECHNIQUES GENERATED FROM THE TORREY PINES CONFERENCE ON INSTRUCTIONAL MEDIA AND CREATIVITY. THE PROJECT SCHOOLS WILL BE REQUIRED TO ESTABLISH THEIR OWN TEACHER INSERVICE PROGRAMS BASED ON THEIR WORKSHOP EXPERIENCES. THE PROJECT OFFICE WILL CONTINUE TO FUNCTION AS A DEPOSITORY-DISSEMINATION SERVICE FOR ALL PROJECT SCHOOLS. (JC)

EP 010 361 24

CONTINUATION OF A COORDINATING CENTER FOR FIRST-GRADE READING STUDIES.
INVESTIGATOR- DYKSTRA, ROBERT
UNIV. OF MINNESOTA, COLL. OF EDUC., MINNEAPOLIS
BUREAU NUMBER BR-6-1651 PROP DATE 04 NOV 65
CONTRACT OEC-3-7-001651-0472

DESCRIPTORS- *DATA COLLECTION, *FIRST GRADE, *INFORMATION DISSEMINATION, *READING RESEARCH, *RESOURCE CENTERS, MATERIAL DEVELOPMENT, MINNEAPOLIS, MINNESOTA, PROGRAM EVALUATION, READING INSTRUCTION,

START DATE 10-03-66 END DATE 09-30-67

THIS CENTER WILL PROVIDE SERVICES FOR 27 INDIVIDUAL PROJECTS OF READING INSTRUCTION BY ASSEMBLING, ANALYZING, AND INTERPRETING DATA COMMON TO ALL THE PROJECTS. A STAFF WILL BE CONTRACTED TO CARRY OUT THESE DUTIES DURING THE CENTERS' SECOND YEAR OF OPERATION. BY MEANS OF REGULAR MEMORANDUMS DISSEMINATED BY THE CENTER, DATA COLLECTION AND REPORTING WILL BE COORDINATED AND DATA WILL BE COLLECTED FROM EACH OF THE PROJECTS AT THE END OF THE SCHOOL YEAR. EXPERIMENTAL MATERIALS WILL BE ORGANIZED AND MADE AVAILABLE FOR EXAMINATION BY INTERESTED PERSONS. THE EXTENSION OF COMMUNICATION AND COOPERATION AMONG THE PROJECTS IS ANTICIPATED SO THAT PROJECT DIRECTORS MAY OBTAIN INFORMATION ON EACH PUPIL'S READING ACHIEVEMENT AT THE END OF THE SECOND GRADE. ALL DATA WILL BE ORGANIZED, ANALYZED, AND INTERPRETED IN AN ATTEMPT TO EVALUATE THE EFFECTIVENESS OF THE VARIOUS READING PROGRAMS AND TO DETERMINE THOSE CHARACTERISTICS OF CHILDREN AT THE BEGINNING OF THE FIRST-GRADE WHICH ARE ASSOCIATED WITH SUCCESS IN EACH OF THE VARIOUS PROGRAMS AS MEASURED BY READING ACHIEVEMENT AT THE END OF THE SECOND GRADE. (RS)

EP 010 362 24

STUDENT PERSONALITY CHARACTERISTICS AND OPTIMAL COLLEGE LEARNING CONDITIONS.
INVESTIGATOR- GOLDBERG, LEWIS R.
UNIVERSITY OF OREGON, EUGENE

BUREAU NUMBER BR-6-1693 PROP DATE 08 JUN 66
CONTRACT OEC-4-7-061693-0420

DESCRIPTORS- *COLLEGE STUDENTS, *PERSONALITY STUDIES, *STUDENT ATTITUDES, *STUDENT CHARACTERISTICS, *STUDENT MOTIVATION, EUGENE, INSTRUCTIONAL INNOVATION, OREGON, PERFORMANCE, PSYCHOMETRICS, STUDENT REACTION, STUDENT RESEARCH,

START DATE 11-10-66 END DATE 10-02-68

TO DISCOVER THE NUMBER AND NATURE OF ANY PERSONALITY CHARACTERISTICS OF COLLEGE STUDENTS WHICH PREDISPOSE THEM TOWARDS LEARNING MORE EFFECTIVELY FROM ONE, RATHER THAN SOME OTHER, PARTICULAR COLLEGE INSTRUCTIONAL FORMAT WILL BE THE PURPOSE OF THIS RESEARCH EFFORT. ANALYSIS WILL BE PERFORMED OF DATA COLLECTED FROM AN EARLIER LARGE-SCALE STUDY, INVOLVING APPROXIMATELY 900 COLLEGE STUDENTS WHO WERE TAUGHT BY ONE OF FOUR DIFFERENT INSTRUCTIONAL FORMATS IN EACH OF TWO COLLEGE COURSES. (ALL OF THESE STUDENTS COMPLETED A COMPREHENSIVE BATTERY OF PERSONALITY MEASURES, WHICH INCLUDED 30 STRUCTURED PERSONALITY, MOTIVATION, AND ATTITUDE INVENTORIES, YIELDING OVER 500 PERSONALITY SCALE SCORES FOR EACH INDIVIDUAL.) THIS STUDY WILL RELATE MEASURES OF PERFORMANCE AND SATISFACTION FROM STUDENTS IN EACH OF THE FOUR DIFFERENT INSTRUCTIONAL FORMATS TO STUDENT PERSONALITY CHARACTERISTICS IN AN EFFORT TO SPECIFY THOSE CHARACTERISTICS OF COLLEGE STUDENTS WHICH ARE MOST IMPORTANT IN DETERMINING THEIR PERFORMANCE IN DIFFERING TYPES OF COLLEGE CLASSES. (HB)

EP 010 363 24

THE EFFECTS OF TRAINING AND PROFICIENCY IN PUBLIC SPEAKING ON THE DIMENSIONALITY OF SPEECH EVALUATION.
INVESTIGATOR- LASHBROOK, WILLIAM B. HEWGILL, MURRAY A.
MICHIGAN STATE UNIV., EAST LANSING
BUREAU NUMBER BR-6-1767 PROP DATE 01 DEC 65
CONTRACT OEC-3-7-061767-0291

DESCRIPTORS- *COLLEGE STUDENTS, *EVALUATION METHODS, *INSTRUCTIONAL FILMS, *PUBLIC SPEAKING, *RATING SCALE, EAST LANSING, MICHIGAN,

START DATE 09-02-66 END DATE 11-15-67

A MULTIDIMENSIONAL RATING SCALE FOR THE EVALUATION OF PUBLIC SPEAKING WILL BE DERIVED FROM BOTH TRADITIONAL AND MODERN RHETORICAL THEORY, AND FROM RESEARCH CONDUCTED WITH APPROXIMATELY 800 UNIVERSITY STUDENTS ENROLLED IN BASIC PUBLIC SPEAKING. SIMULTANEOUSLY, 12 FILMED SPEECH PRESENTATIONS WILL BE PREPARED WITH EXAMPLES OF GOOD, AVERAGE, AND POOR PUBLIC SPEAKING. OVER 4,000 STUDENTS ENROLLED IN BASIC OR ADVANCED PUBLIC SPEAKING COURSES AT SEVERAL UNIVERSITIES WILL BE ASKED TO EVALUATE THE PREPARED FILMS USING THE DEVELOPED RATING SCALE. STUDENTS IN BASIC COURSES WILL EVALUATE ONE SET OF SIX FILMS AT THE BEGINNING OF THEIR COURSE AND THE OTHER SET AT THE END. FACTOR ANALYSIS WILL BE EMPLOYED TO DETERMINE (1) WHAT DIFFERENCES, IF ANY, EXIST IN THE WAYS IN WHICH THE PREPARED FILMS ARE EVALUATED BY STUDENTS AT SPECIFIC LEVELS OF SPEECH TRAINING, AND (2) THE DEGREE OF CORRELATION BETWEEN DEMONSTRATED PROFICIENCY IN PUBLIC SPEAKING AND THE ABILITY TO EVALUATE THE FILMS. (JM)

EP 010 364 24

THE EFFECTS OF PARENTAL EXPECTATIONS ON EDUCATIONAL PLANS FOR WHITE AND NONWHITE PUPILS.
INVESTIGATOR- RHODES, ALBERT L.
FLORIDA STATE UNIV., TALLAHASSEE
BUREAU NUMBER BR-6-1790 PROP DATE 31 MAY 66
CONTRACT OEC-2-7-001790-2023

DESCRIPTORS- *EDUCATIONAL OPPORTUNITIES, *EDUCATIONAL PLANNING, *PARENTAL ASPIRATION, *RACIAL FACTORS, *SURVEYS, ASPIRATION, COMPARATIVE ANALYSIS, CURRENT POPULATION SURVEY, FLORIDA, OCCUPATIONAL CHOICE, TALLAHASSEE,

START DATE 11-01-66 END DATE 10-31-67

TO ESTABLISH A REALISTIC SPECIFICATION OF THE RELATIONSHIP BETWEEN THE EDUCATIONAL EXPECTATIONS OF CHILDREN AND THEIR PARENTS IN VARIOUS KINDS OF SCHOOL AND COMMUNITY CONTEXTS FURTHER ANALYSIS WILL BE MADE ON DATA FROM A PREVIOUS EDUCATIONAL OPPORTUNITIES STUDY. DETAILED TABULATIONS FROM A 1965 "CURRENT POPULATION SURVEY" WILL PROVIDE INFORMATION TO ACCOMPLISH APPROXIMATELY FIVE VARIABLE ANALYSES BY MULTIPLE REGRESSION OR CLASSIFICATION PROCEDURES. STATISTICAL TREATMENT WILL INCLUDE EXPLORATION FOR INTERACTION EFFECTS. STUDY VARIABLES WILL INCLUDE SEVERAL MEASURES OF INCOME AND MINORITY GROUP STATUS, RACIAL COMPOSITION OF SCHOOLS AND COMMUNITIES, AND RELIGIOUS IDENTIFICATIONS OF FAMILIES AND SCHOOLS. IT IS EXPECTED THAT SPECIFICATIONS OF INDIVIDUAL AND/OR GROUP ATTITUDES AND VALUES CAN BE PROVIDED ON THE INTERACTIONS BETWEEN STATUS MEASURES AND EDUCATIONAL EXPECTATIONS. (RS)

EP 010 365 48

THE PREPARATION OF VOLUME VI OF "CURRENT TRENDS IN LINGUISTICS"--"LINGUISTICS IN SOUTHWEST ASIA AND NORTH AFRICA."
INVESTIGATOR- SEBEOK, THOMAS A.
INDIANA UNIV. FOUNDATION, BLOOMINGTON
BUREAU NUMBER BR-6-1987 PROP DATE 11 JAN 66
CONTRACT OEC-3-7-061987-2075

DESCRIPTORS- *LANGUAGE GUIDES, *LANGUAGE INSTRUCTION, *LANGUAGE RESEARCH, *LINGUISTICS, *TEXTBOOK PUBLICATION, AFRICA, AFRO ASIAN LANGUAGES, ALTAIC LANGUAGES, ASIA, BLOOMINGTON, INDEXES (LOCATORS), INDIANA, INDO EUROPEAN LANGUAGES, NORTH AFRICA, TEXTBOOK PREPARATION,

START DATE 11-10-66 END DATE 11-09-68

A PROJECT WILL BE UNDERTAKEN FOR THE PURPOSE OF PREPARING AND PUBLISHING "CURRENT TRENDS IN LINGUISTICS," VOLUME SIX, SUBTITLED "LINGUISTICS IN SOUTHWEST ASIA AND NORTH AFRICA." THE BOOK WILL BE DIVIDED INTO FOUR MAJOR SECTIONS--(1) INDO-EUROPEAN LANGUAGES, (2) ALTAIC LANGUAGES, (3) AFRO-ASIAN LANGUAGES, AND (4) OTHER TOPICS. APPROXIMATELY 35 CHAPTERS WILL BE INCLUDED IN THE PUBLICATION. ASSOCIATE AND ASSISTANT EDITORS HAVE BEEN NAMED TO PARTICIPATE IN THE PROJECT, AND THE CONTRIBUTORS WILL BE THE MOST DISTINGUISHED SPECIALISTS AVAILABLE. EACH ARTICLE WILL BE A STATE-OF-THE-ART TREATMENT OF THE TOPIC ASSIGNED. A DETAILED LINGUISTIC INDEX AND INDEX OF NAMES WILL ALSO BE INCLUDED. (JC)

EP 010 366 48
THE GENERAL PHONETIC CHARACTERISTICS OF LANGUAGE.
INVESTIGATOR- DELATTRE, PIERRE
UNIVERSITY OF CALIFORNIA, SANTA BARBARA CAMPUS
BUREAU NUMBER BR-6-1990
CONTRACT OEC-4-7-061990-0176

DESCRIPTORS- *ENGLISH, *FRENCH, *GERMAN, *PHONETICS, *SPANISH, ARTICULATION (SPEECH), CALIFORNIA, COMPARATIVE ANALYSIS, FILMS, LINGUISTICS, PHONEME, PHONETIC ANALYSIS, SANTA BARBARA, SPEECH,

START DATE 08-01-66 END DATE 07-31-67

THE PURPOSE OF A 1-YEAR PROJECT WILL BE TO CONTINUE A COMPARATIVE INVESTIGATION OF THE PHONETIC FEATURES WHICH DISTINGUISH ENGLISH FROM FRENCH, GERMAN, AND SPANISH, BY MEANS OF VARIOUS MACHINES BUILT AND TECHNIQUES DEVELOPED UNDER PREVIOUS U.S. OFFICE OF EDUCATION CONTRACTS. THE STUDY OF NONDECLARATIVE INTONATION PATTERNS IN THE FOUR LANGUAGES WILL CONTINUE. IN THE FIELD OF PHONEME ARTICULATION BY CINERADIOGRAPHY, THE COMPARATIVE STUDY OF VOWEL POSITIONS AND CONSONANT MOVEMENTS WILL RECEIVE EMPHASIS. USING AS A BASIC REFERENCE THE FIVE PHARYNGEAL CONSONANTS OF ARABIC, A COMPARISON WILL BE MADE OF PHARYNGEAL CONSONANTS IN SPANISH, GERMAN, AND FRENCH. PROBLEMS OF VOWEL DURATION WILL BE STUDIED. IN ADDITION, EXPLORATORY WORK WILL CONTINUE IN SYNCHRONIZATION OF SLOW MOTION FILMS AND SLOW ARTIFICIAL SPEECH, IN ACOUSTIC CUES, AND IN OTHER BASIC SUBJECT AREAS. (JC)

EP 010 367 24
MANHATTANVILLE MUSIC CURRICULUM PROGRAM.
INVESTIGATOR- THOMAS, RONALD CHOATE, ROBERT
MANHATTANVILLE COLLEGE OF THE SACRED HEART
BUREAU NUMBER BR-6-1999 PROP DATE 17 JAN 66
GRANT OEG-1-7-001999-0477

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *ELEMENTARY EDUCATION, *INSTRUCTIONAL INNOVATION, *MUSIC EDUCATION, *SECONDARY EDUCATION, CURRICULUM EVALUATION, CURRICULUM GUIDES, DISCOVERY PROCESSES, MATERIAL DEVELOPMENT, NEW YORK, PURCHASE,

START DATE 10-01-66 END DATE 11-30-69

A CURRICULUM GUIDE AND RELATED MATERIALS WILL BE DEVELOPED FOR A SEQUENTIAL PROGRAM OF MUSIC EDUCATION FOR GRADES ONE THROUGH TWELVE. EMPHASES WILL BE PLACED ON (1) DEVELOPING PROCEDURES FOR LEARNING WHICH UTILIZE "DISCOVERY" APPROACHES AND THE STUDENTS' INTUITIVE AND INDUCTIVE REASONING POWERS, AND (2) PROVIDING EACH CHILD WITH THE OPPORTUNITIES FOR PERSONAL JUDGMENT AND INVOLVEMENT, INDIVIDUAL MUSICAL AND INTELLECTUAL GROWTH, AND DEVELOPMENT OF HIS OWN CREATIVE TALENTS. RESEARCH WILL BE BASED UPON THE EXISTING CASE STUDY PROJECT OF EXPERIMENTAL AND UNIQUE SCHOOL MUSIC PROGRAMS CURRENTLY BEING CARRIED OUT AT MANHATTANVILLE COLLEGE. EACH OF THREE MAJOR PHASES DURING THIS 3-YEAR STUDY WILL INVOLVE--(1) A PLANNING AND ORIENTATION WORKSHOP FOR CONSULTANTS DURING THE SUMMER, (2) THE ACTUAL CLASSROOM ACTIVITY IN EXPERIMENTATION, PILOT WORK, AND DEMONSTRATION PROGRAMS DURING THE SCHOOL YEAR, AND (3) EVALUATIVE AND INTERACTION SESSIONS HELD DURING THE SCHOOL YEAR. (JM)

EP 010 368 40
VISUAL PSYCHOPHYSICS OF SCHOOL-AGED CHILDREN WITH LANGUAGE LEARNING PROBLEMS.
INVESTIGATOR- WOOD, NANCY E.
UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES
BUREAU NUMBER BR-6-2088 PROP DATE 66
GRANT OEG-4-7-062088-0386

DESCRIPTORS- *ELEMENTARY SCHOOL STUDENTS, *LANGUAGE HANDICAPS, *LANGUAGE INSTRUCTION, *VISUAL DISCRIMINATION, *VISUAL PERCEPTION, CALIFORNIA, LANGUAGE DEVELOPMENT, LANGUAGE PROGRAMS, LOS ANGELES,

START DATE 11-23-66 END DATE 09-25-67

RESEARCH WILL COMPARE THE RESPONSES OF APPROXIMATELY 125 CHILDREN WITH LANGUAGE LEARNING PROBLEMS WITH THOSE OF APPROXIMATELY 125 CHILDREN WITH NORMAL LANGUAGE DEVELOPMENT ALONG SELECTED DIMENSIONS OF VISUAL PSYCHOPHYSICS. OBJECTIVES WILL BE (1) TO COMPARE TWO GROUPS OF CHILDREN BETWEEN THE AGES OF 5 AND 9 YEARS IN TERMS OF THEIR RESPONSES ON SELECTED TESTS OF VISUAL CLOSURE, FIGURE GROUND RELATIONSHIPS, AND PERCEPTUAL SPEED, (2) TO ANALYZE BETWEEN AND WITHIN GROUPS VARIATIONS OF RESPONSES AND TO CORRELATE THESE FINDINGS WITH RESPONSES ON OTHER TEST ITEMS RELATED TO SPEECH AND LANGUAGE LEARNING, AND (3) TO STUDY THESE DATA FOR IMPLICATIONS WHICH MIGHT CONTRIBUTE TO THE IMPROVEMENT OF KNOWN METHODS OR THE DEVELOPMENT OF NEW PROCEDURES TO BE USED IN THE TEACHING OF CHILDREN WITH LANGUAGE DISORDERS. (JM)

EP 010 369 40
RELATIONSHIP BETWEEN AUDIOLOGIC STATUS, LINGUISTIC SKILLS, VISUAL-MOTOR PERCEPTION AND ACADEMIC ACHIEVEMENT OF DEAF CHILDREN.
INVESTIGATOR- HANSON, GRACE H. AND OTHERS
UNIVERSITY OF TEXAS, AUSTIN
BUREAU NUMBER BR-6-2353 PROP DATE 66
GRANT OEG-4-7-002353-2051

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *AURALLY HANDICAPPED, *LINGUISTIC PATTERNS, *MOTOR SKILLS, *VISUAL PERCEPTION, AUSTIN, BENDER GESTALT TEST, DEAF CHILDREN, FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION, GATES PRIMARY READING TEST, ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, PREDICTIVE MEASUREMENT, STANFORD ACHIEVEMENT TEST, TESTING PROGRAMS, TEXAS,

START DATE 11-07-66 END DATE 06-30-68

THE BASIC OBJECTIVE OF THIS STUDY IS TO DETERMINE WHETHER SIGNIFICANT INTERRELATIONSHIPS EXIST BETWEEN AUDIOLOGIC STATUS, LINGUISTIC SKILLS, VISUAL-MOTOR PERCEPTION, AND ACADEMIC ACHIEVEMENT AMONG SELECTED GROUPS OF DEAF CHILDREN IN A RESIDENTIAL SCHOOL. STATISTICAL ANALYSES WILL BE APPLIED TO TEST THE NULL HYPOTHESIS THAT SUBJECTS IN DEFINED AUDIOLOGIC CATEGORIES DO NOT DIFFER SIGNIFICANTLY IN MEASURES OF LINGUISTIC SKILLS, VISUAL-MOTOR PERCEPTION AND ACADEMIC ACHIEVEMENT. OTHER OBJECTIVES INCLUDE IDENTIFICATION OF LIMITS OF INTRAMEASURE PREDICTION AND IDENTIFICATION OF OTHER SALIENT VARIABLES. CHILDREN AT THE TEXAS SCHOOL FOR THE

DEAF (N=650) WILL BE ADMINISTERED AUDIOLOGIC TESTS (PURE-TONE THRESHOLD AUDIOMETRY, SPEECH-RECEPTION THRESHOLD TESTS OR SPEECH-DETECTION THRESHOLD TESTS, AND SPEECH-DISCRIMINATION TESTS) AND THE "BENDER GESTALT TEST." OUT OF THIS GROUP, 100 CHILDREN BETWEEN THE AGES OF 5 1/2 TO 9 YEARS AND HAVING ESTIMATED IQ'S OF AT LEAST 80 WILL BE CHOSEN FOR ADDITIONAL TESTS OF (1) VISUAL-MOTOR PERCEPTION AS DETERMINED BY THE "FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION" AND THE "BENDER GESTALT TEST," (2) LINGUISTIC ABILITY AS MEASURED BY THE "ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES" AND THE "GATES PRIMARY READING TEST," AND (3) ACADEMIC ACHIEVEMENT AS DETERMINED BY THE "STANFORD ACHIEVEMENT TEST." (LP)

EP 010 370 40

PILOT PROGRAM WITH SERIOUSLY DISTURBED DEAF CHILDREN - PHASE I.
INVESTIGATOR- BRILL, RICHARD C.
RIVERSIDE COUNTY DEPT. OF EDUCATION, CALIF.
BUREAU NUMBER BR-6-2422 PROP DATE 25 FEB 66
GRANT OEG-4-7-062422-0208

DESCRIPTORS- *AURALLY HANDICAPPED, *BEHAVIOR DEVELOPMENT, *DEAF CHILDREN, *EMOTIONALLY DISTURBED CHILDREN, *INSTRUCTIONAL INNOVATION, CALIFORNIA, CALIFORNIA SCHOOL FOR THE DEAF, EDUCATIONAL IMPROVEMENT, HYPERACTIVITY, INSTRUCTIONAL MATERIALS, PILOT PROJECTS, RIVERSIDE, SLOW LEARNERS, TEACHING TECHNIQUES,

START DATE 09-01-66 END DATE 06-30-67

THIS PILOT PROGRAM TO BE CARRIED ON AT THE CALIFORNIA SCHOOL FOR THE DEAF, RIVERSIDE, IS DESIGNED TO DETERMINE THE APPROPRIATE TEACHING PROCEDURES AND OTHER TECHNIQUES TO BE USED WITH SERIOUSLY EMOTIONALLY DISTURBED DEAF CHILDREN TO BRING ABOUT A CHANGE IN THEIR BEHAVIOR SO THAT THEY WILL BE ABLE TO BENEFIT BY AN EDUCATION. SIXTEEN CHILDREN WILL BE CAREFULLY SELECTED WHO MEET SUCH CRITERIA AS RELATIVELY NORMAL INTELLIGENCE, HYPERACTIVITY, HEARING LOSS, AND LEARNING DEFICIENCY. AN EDUCATIONAL TEAM CONSISTING OF A SUPERVISOR, FOUR TEACHERS, SIX DORMITORY COUNSELORS, AND AN EDUCATIONAL RESEARCH CONSULTANT WILL ENGAGE IN EXPERIMENTATION TO DEVISE, REFINE, AND EVALUATE VARIOUS METHODS OF INSTRUCTION AND INSTRUCTIONAL MATERIALS TO DETERMINE THOSE MOST APPROPRIATE FOR USE IN THE EDUCATION OF THE MULTIPLY HANDICAPPED DEAF CHILD. (JM)

EP 010 371 24

DIFFERENTIALLY STRUCTURED INTRODUCTORY LEARNING MATERIALS AND LEARNING TASKS.
INVESTIGATOR- GROTELUESCHEN, ARDEN D.
COLUMBIA UNIV., TEACHERS COLL., NEW YORK
BUREAU NUMBER BR-6-2447 PROP DATE 04 MAR 66
GRANT OEG-1-7-062447-2042

DESCRIPTORS- *ADULT EDUCATION, *LEARNING, *LEARNING THEORIES, *NUMBER SYSTEMS, *TEACHING MACHINES, INTELLIGENCE FACTORS, LEARNING EXPERIENCES, LEARNING PROCESSES, LINCOLN, NEBRASKA, NEW YORK, NEW YORK CITY, PROGRAMED INSTRUCTION,

START DATE 10-15-66 END DATE 10-14-67

AN ATTEMPT WILL BE MADE TO ASCERTAIN THE EFFECTS ON ADULT LEARNING OF DIFFERENTIALLY STRUCTURED INTRODUCTORY COGNITIVE LEARNING MATERIALS AND TASKS. THE STUDY DESIGN WILL EXAMINE THE EFFECT OF INTELLIGENCE AND THE INTERACTION OF THIS VARIABLE WITH THE EXPERIMENTALLY MANIPULATED INTRODUCTORY MATERIAL AND TASK CATEGORIES. A SAMPLE OF ABOUT 96 ADULTS WHO ARE UNFAMILIAR WITH THE CONCEPT OF NUMBER BASES WILL BE CLASSIFIED ACCORDING TO A 4x3x4 FACTORIAL DESIGN. DURING INDIVIDUAL SESSIONS, THE LEARNER, CLASSIFIED BY LEVEL OF INTELLIGENCE (ONE OF FOUR), WILL BE GIVEN A PROGRAMED BOOKLET ON ONE OF FOUR STRUCTURAL LEARNING MATERIALS RANDOMLY ASSIGNED TO HIM FOR STUDY. UPON COMPLETION, THE LEARNER WILL BE ADMINISTERED, BY TEACHING MACHINE, ONE OF THREE RANDOMLY ASSIGNED DIFFERENTIALLY ORGANIZED LEARNING TASKS (RANDOM, PARTIAL, AND COMPLETE) ON THE BASE FOUR NUMBER SYSTEM TO A SPECIFIED CRITERION. THE NUMBER OF TRIALS TO CRITERION, TOTAL ERRORS, AND SCORE ON A POST-TEST WILL SERVE AS CRITERION MEASURES TO ASCERTAIN THE EFFECTIVENESS OF THE EXPERIMENTAL CONDITIONS ON ADULT LEARNING. ANALYSIS OF VARIANCE WILL BE USED IN THE DATA ANALYSES. (JC)

EP 010 372 40

AN INVESTIGATION OF SELECTED VARIABLES IN THE TEACHING OF SPECIFIED OBJECTIVES TO MENTALLY RETARDED STUDENTS.
INVESTIGATOR- FARGO, GEORGE
UNIVERSITY OF HAWAII, HONOLULU
BUREAU NUMBER BR-6-2523 PROP DATE 66
GRANT OEG-4-7-062523-0403

DESCRIPTORS- *EFFECTIVE TEACHING, *RETARDED CHILDREN, *STUDENT TEACHER RELATIONSHIP, *TASK PERFORMANCE, *VIDEO TAPE RECORDINGS, COMMUNICATION (THOUGHT TRANSFER), FEEDBACK, HAWAII, HONOLULU, INTERACTIONS, LEARNING PROCESSES, MENTAL RETARDATION, STUDENT IMPROVEMENT, TEACHER EXPERIENCES, TEACHER IMPROVEMENT,

START DATE 11-02-66 END DATE 09-25-67

TEACHER-STUDENT INTERACTION WILL BE STUDIED WITHIN THE TEACHING-LEARNING PROCESS WITH THE AID OF VIDEO TAPE RECORDERS IN CLASSES FOR MENTALLY RETARDED STUDENTS. BY SYSTEMATICALLY CHANGING VARIOUS ELEMENTS AND COMBINATIONS OF ELEMENTS (TEACHERS, PUPILS, METHODS, AND MATERIALS) THE INVESTIGATORS WILL SEEK TO ISOLATE THE EXTENT TO WHICH EACH ELEMENT AND COMBINATION THEREOF CONTRIBUTE TO THE SUCCESS OR FAILURE OF THE STUDENT. THE INITIAL OBJECTIVE WILL BE TO INVESTIGATE WHETHER VARIED TEACHER TRAINING AND EXPERIENCES ARE REFLECTED IN BOTH TEACHER AND PUPIL TASK PERFORMANCE DURING THE TEACHING/LEARNING OF SPECIFIC TASKS. TWENTY TEACHERS (FIVE TRAINED AND EXPERIENCED TEACHERS OF THE MENTALLY RETARDED, FIVE EXPERIENCED TEACHERS OF NORMALS, FIVE STUDENT TEACHERS OF THE MENTALLY RETARDED, AND FIVE STUDENT TEACHERS OF NORMALS) WILL ACT AS THE "TEACHER" IN A SERIES OF FOUR TAPED INSTRUCTIONAL EPISODES WITH MENTALLY RETARDED CHILDREN. THE TAPED OBSERVATIONS WILL PROVIDE TEACHERS AND STUDENTS OPPORTUNITIES TO RECALL THE RATIONALE FOR THEIR ACTIONS AND, IN ADDITION, PERMIT THE RESEARCH STAFF TO GIVE CRITICAL FEEDBACK FOR TEACHER TRAINING. THE RESEARCH STAFF WILL FOCUS ON SPECIFIC ASPECTS OF COMMUNICATION AND SITUATION IN THE INTERACTION PROCESS IN AN EFFORT TO GENERATE HYPOTHESES FOR THOSE VARIABLES FOUND TO BE CRITICAL IN STUDENT AND TEACHER LEARNING. (JM)

EP 010 373 40

SPEECH READING FAILURE IN DEAF CHILDREN.
INVESTIGATOR- NEYHUS, ARTHUR I.
NORTHWESTERN UNIV., EVANSTON, ILL.
BUREAU NUMBER BR-6-2582 PROP DATE 66
GRANT OEG-3-7-062582-2084

DESCRIPTORS- *APHASIA, *HANDICAPPED CHILDREN, *LIPREADING, *SPEECH HANDICAPS, *SPEECH SKILLS, CHILDREN, DEAF CHILDREN, EVANSTON, ILLINOIS, NEUROLOGICAL DEFECTS, PSYCHOLOGICAL TESTING, SPEECH INSTRUCTION, TESTING,

START DATE 12-01-66 END DATE 11-30-67

ATTEMPTS WILL BE MADE TO GAIN FURTHER UNDERSTANDING OF THE PSYCHOLOGICAL AND NEUROLOGICAL PROCESSES WHICH RESULT IN THE FAILURE OF THE MULTIPLE-HANDICAPPED DEAF TO DEVELOP SPEECH READING SKILLS. THE RELATIONSHIP OF APHASIA FOR SPEECH READING TO THE DEVELOPMENT OF OTHER LANGUAGE PROCESSES WILL BE STUDIED AND THE DEVELOPMENT OF REMEDIAL TECHNIQUES ATTEMPTED FOR THIS TYPE OF DISABILITY. A BATTERY OF PSYCHOLOGICAL TESTS WILL BE ADMINISTERED TO ABOUT 60 DEAF CHILDREN RANGING IN AGE FROM 4 TO 9 YEARS. AN EXPERIMENTAL GROUP WILL CONSIST OF THOSE SUBJECTS IN A TRAINING PROGRAM WHO HAVE BEEN UNABLE TO DEVELOP SPEECH READING AND LANGUAGE SKILLS EXPECTED FOR THEIR AGES. THE TEST BATTERY WILL CONSIST OF TWO TYPES OF PROCEDURES--(1) TESTS WHICH WILL PROVIDE DIAGNOSTIC DATA ON THE CHILD WHO IS UNABLE TO DEVELOP COMPETENCY IN SPEECH READING AND (2) PROCEDURES WHICH WILL PROVIDE DATA CONCERNING THE VARIOUS REASONS FOR THE FAILURE TO DEVELOP THE SKILLS. (JC)

EP 010 374 24

A DEMONSTRATION CENTER TO IMPLEMENT AND TEST THE SCHOOL PROPERTY ACCOUNTING SYSTEM PRESENTED IN HANDBOOK III, U.S. DEPT. OF HEALTH, EDUCATION, AND WELFARE.
INVESTIGATOR- BURNHAM, F.R.
STATE DEPT. OF PUBLIC INSTRUCTION, DES MOINES
BUREAU NUMBER BR-6-2836 PROP DATE 66
CONTRACT OEC-3-7-062836-1538

DESCRIPTORS- *DATA PROCESSING, *EDUCATIONAL FACILITIES, *EDUCATIONAL FINANCE, *GUIDES, *SCHOOL DISTRICTS, DATA ANALYSIS, DATA COLLECTION, DES MOINES, FACILITIES, IOWA, PROGRAM GUIDES, SCHOOL ACCOUNTING, SCHOOL DISTRICT SPENDING, SCHOOL FUNDS,

START DATE 12-01-66 END DATE 12-31-67

AN ATTEMPT WILL BE MADE TO IMPLEMENT AND TEST THE USE OF THE PARTICULAR SYSTEM OF PROPERTY ACCOUNTING DESCRIBED IN THE U.S. OFFICE OF EDUCATION PUBLICATION (1963), "GUIDE FOR IMPLEMENTING HANDBOOK THREE, PROPERTY ACCOUNTING FOR LOCAL AND STATE SCHOOL SYSTEMS." ELECTRONIC DATA PROCESSING EQUIPMENT WILL BE USED AS A BASIC TOOL IN IMPLEMENTATION. THE STUDY WILL RESULT IN THE ESTABLISHMENT OF GUIDELINES FOR (1) COLLECTING DATA NECESSARY FOR SCHOOL PROPERTY ACCOUNTING, AND (2) REVISING FORMS TO MAKE THEM OF MAXIMUM USEFULNESS AND EFFICIENCY FOR USE WITH ELECTRONIC DATA PROCESSING EQUIPMENT. SPECIAL ATTENTION WILL BE GIVEN TO COSTS OF (1) GATHERING THE DATA, (2) MAINTAINING UPDATING PROCEDURES, AND (3) USING THE INFORMATION TO ANSWER QUESTIONS ABOUT SCHOOL PROPERTY. COMPLETE RECORDS WILL BE MADE OF SCHOOL PROPERTY IN ONE DISTRICT USING THE ACCOUNTS PRESENTED IN "HANDBOOK THREE." EMPHASIS WILL BE UPON DEVELOPING, REVISING, AND PERFECTING THE CODES. ATTENTION WILL ALSO BE GIVEN TO REPORTING FORMS, CARD LAYOUTS, AND PROGRAMS WHEREBY PROPERTY ACCOUNTING CAN BE IMPLEMENTED AND MAINTAINED WITH ELECTRONIC DATA PROCESSING EQUIPMENT. (JC)

EP 010 375 40

DEMONSTRATION AND EVALUATION OF AN ENGINEERED CLASSROOM DESIGN FOR EMOTIONALLY DISTURBED CHILDREN IN THE PUBLIC SCHOOL.
INVESTIGATOR- HEWETT, FRANK M.
UNIVERSITY OF CALIFORNIA, LOS ANGELES CAMPUS
BUREAU NUMBER BR-6-2893 PROP DATE 66
GRANT OEG-4-7-062893-0377

DESCRIPTORS- *BEHAVIOR DEVELOPMENT, *BEHAVIOR THEORIES, *CLASSROOMS, *EMOTIONALLY DISTURBED CHILDREN, *PSYCHOEDUCATIONAL PROCESSES, CALIFORNIA, CLASSROOM RESEARCH, COOPERATIVE PROGRAMS, DEMONSTRATION PROJECTS, LEARNING READINESS, LEARNING THEORIES, LOS ANGELES, SANTA MONICA, SKILL DEVELOPMENT, STUDENT BEHAVIOR, TEACHER GUIDANCE,

START DATE 11-21-66 END DATE 09-18-67

THIS PROJECT IS DESIGNED TO (1) DEMONSTRATE AN ENGINEERED CLASSROOM DESIGN FOR EMOTIONALLY DISTURBED CHILDREN THAT WOULD PROMOTE READINESS FOR LEARNING, DEVELOP APPROPRIATE STUDENT BEHAVIOR, ASSIST INTELLECTUAL SKILL ACQUISITION, AND APPLY IN THE PUBLIC SCHOOLS IN THE UNITED STATES, (2) DEMONSTRATE AN EDUCATIONAL PROGRAM WITH DETAILED DAILY PLANNING AND SPECIFIC INSTRUCTIONAL TASKS THAT WILL INSURE TEACHER AND PUPIL SUCCESS, (3) FOSTER THE DEVELOPMENT OF COOPERATIVE DEMONSTRATION PROJECTS BETWEEN THE UNIVERSITY OF CALIFORNIA, LOS ANGELES, AND THE SANTA MONICA UNIFIED SCHOOL DISTRICT, (4) CLOSE THE GAP BETWEEN PSYCHOLOGICAL LEARNING THEORY AND PUBLIC SCHOOL EDUCATIONAL PROGRAMS FOR EMOTIONALLY DISTURBED CHILDREN BY TRANSLATING BEHAVIOR MODIFICATION PRINCIPLES INTO USEFUL GUIDELINES FOR TEACHERS. THE PROPOSED DEMONSTRATION PROJECT WILL INCLUDE 8 CLASSROOMS, EACH WITH 10 EMOTIONALLY DISTURBED CHILDREN SELECTED FROM THE SANTA MONICA UNIFIED SCHOOL DISTRICT THROUGH MEDICAL AND PSYCHOLOGICAL EVALUATION. THESE CLASSES WILL BE SET UP TO DEMONSTRATE THE ADVANTAGES OF THE ENGINEERED CLASS CONCEPT BASED ON A HIERARCHY OF EDUCATIONAL TASKS AND BEHAVIOR MODIFICATION THEORY. (LP)

EP 010 376 40

AIR AND BONE CONDUCTION THRESHOLDS OF DEAF AND NORMAL HEARING SUBJECTS BEFORE AND DURING THE ELIMINATION OF CUTANEOUS TACTILE INTERFERENCE WITH ANESTHESIA.
INVESTIGATOR- NOBER, E. HARRIS
SYRACUSE UNIV., N. Y.
BUREAU NUMBER BR-6-3073 PROP DATE 23 JUN 66
GRANT OEG-1-7-063073-2198

DESCRIPTORS- *AUDITION (HEARING), *AUDITORY PERCEPTION, *AURAL STIMULI, *DEAF, *PHYSIOLOGICAL FACTORS, COMPARATIVE ANALYSIS, KINESTHETIC METHOD, NEW YORK, SYRACUSE,

START DATE 01-01-67 END DATE 12-31-67

A COMPARATIVE EXPERIMENT WILL BE CONDUCTED TO DETERMINE MEANS FOR AN ACCURATE ASSESSMENT OF AUDITORY SENSITIVITY. AIR AND BONE CONDUCTION THRESHOLDS WILL BE OBTAINED FROM 10 DEAF SUBJECTS AND 10 NORMAL SUBJECTS. THE TREATMENTS WILL INCLUDE PRETESTS BEFORE ANESTHESIA INTERFERENCE OF VIBROTACTILE SENSITIVITY AND RETESTS DURING THE ANESTHETIC BLOCK. A DETERMINATION WILL BE MADE AS TO WHETHER SIGNIFICANT SHIFTS OCCUR WHEN VIBROTACTILE EXTEROCEPTION IS ELIMINATED. TESTING OF THE TREATMENTS WILL BE MADE BY ANALYSIS OF VARIANCE PROCEDURES TO IDENTIFY SIGNIFICANT SUBJECT AND GROUP DIFFERENCES. LOW-FREQUENCY AIR AND BONE CONDUCTION THRESHOLDS OBTAINED AT HIGH INTENSITY LEVELS ARE ANTICIPATED TO SHOW THAT THEY ARE MEDIATED BY VIBROTACTILE RECEPTORS, AND DO NOT REFLECT THE INTEGRITY OF THE AUDITORY MECHANISM. (RS)

EP 010 377 24

THE EFFECT OF INSTRUCTION IN INTERACTION ANALYSIS ON A STUDENT TEACHER'S CLASSROOM VERBAL PATTERN.
INVESTIGATOR- MCLEOD, RICHARD J. BRUCE, MATTHEW H.
CORNELL UNIV., ITHACA, N. Y.
BUREAU NUMBER BR-6-8078 PROP DATE AUG 65
CONTRACT OEC-1-7-068078-2074

DESCRIPTORS- *INTERACTIONS, *PRESERVICE EDUCATION, *STUDENT TEACHER RELATIONSHIPS, *STUDENT TEACHERS, *VERBAL COMMUNICATION, CLASSROOM ENVIRONMENT, COMPARATIVE ANALYSIS, FEEDBACK, FLANDERS SYSTEM OF INTERACTION ANALYSIS, ITHACA, NEW YORK, SCIENCE INSTRUCTION, TEACHING TECHNIQUES,

START DATE 07-01-66 END DATE 05-31-67

THE FLANDERS SYSTEM OF INTERACTION ANALYSIS (FSIA) TECHNIQUE WILL BE USED IN THIS STUDY TO DETERMINE VERBAL INTERACTION PATTERNS OF STUDENT TEACHERS UNDER CERTAIN CONDITIONS. OBSERVATIONS WILL BE MADE OF SECONDARY SCIENCE STUDENT TEACHERS AND OF COOPERATING (INSERVICE) TEACHERS. TAPE RECORDINGS OF VERBAL PATTERNS WILL BE OBTAINED AND CATEGORIZED USING THE FSIA. UPON COMPLETION OF THIS PHASE, THE STUDENT TEACHERS WILL BE TRAINED IN THE FSIA AND GIVEN FEEDBACK USING THIS TECHNIQUE. NONRANDOM CHANGES WILL BE IDENTIFIED AND RELATED TO THE VERBAL PATTERNS OF THE INSERVICE TEACHERS. THESE CHANGES WILL THEN BE COMPARED TO THOSE OF A CONTROL GROUP. NONPARAMETRIC STATISTICAL TECHNIQUES WILL BE USED. (RS)

EP 010 378 24

FLOW OF DOCTORATE HOLDERS INTO COLLEGE AND UNIVERSITY STAFFS--A COMPUTERIZED STUDY.
INVESTIGATOR- REISMAN, ARNOLD
UNIVERSITY OF WISCONSIN, MILWAUKEE CAMPUS
BUREAU NUMBER BR-6-8133 PROP DATE 66
CONTRACT OEC-3-7-068133-0257

DESCRIPTORS- *COMPUTER PROGRAMS, *DOCTORAL DEGREES, *FEEDBACK, *GRADUATE SURVEYS, *MATHEMATICAL MODELS, DEGREES (TITLES), DIGITAL COMPUTERS, EDUCATIONAL RESEARCH, LINEAR PROGRAMING, MILWAUKEE, MIMIC, WISCONSIN, WRIGHT PATTERSON AFB,

START DATE 09-01-66 END DATE 01-31-68

A CONCEPTUAL, MATHEMATICAL MODEL WILL BE REFINED AND PROGRAMED IN MIMIC SOURCE LANGUAGE FOR SOLUTION (ON AN IBM 7094 DIGITAL COMPUTER) FOR STUDYING THE FEEDBACK OR FLOW OF PERSONS HOLDING DOCTORAL DEGREES INTO THE FACULTY STAFFS OF INSTITUTIONS OF HIGHER EDUCATION. A PREVIOUSLY DEVELOPED MODEL WILL BE USED. SPECIFICALLY, ESTABLISHING AND VALIDATING THE MODEL'S "LEAD-LAG RELATIONS" SECTOR WILL BE ACCOMPLISHED. THIS SECTOR OF THE MODEL RELATES THE RATES OF PRODUCTION AND/OR ATTRITION OF VARIOUS LEVELS OF DEGREE HOLDERS TO THE RATES OF PRODUCTION, IN PREVIOUS YEARS, OF LOWER LEVEL DEGREES. VARIOUS POSTULATES WILL BE MADE AND TESTED AGAINST READILY AVAILABLE HISTORICAL DATA. A COMPUTER PROGRAM CAPABLE OF PROCESSING OVER 50 NONLINEAR DIFFERENTIAL EQUATIONS WILL BE USED TO PROGRAM THE MODEL FOR A SOLUTION ON THE COMPUTER. THE RESULTS OF THE PROJECT WILL PROVIDE A COMPUTER SIMULATION OF THE SUBJECT FLOW PROCESS WHICH CAN BE USED BY DECISION MAKERS TO PRETEST THE DYNAMIC, NONLINEAR, AND LONG-RANGE EFFECTS OF VARIOUS PROGRAMS AND/OR POLICIES. (HB)

EP 010 379 24

EFFECTS OF VERBAL REINFORCEMENT ON INTELLECTIVE TASK PERFORMANCE AS A FUNCTION OF SELF-ESTEEM AND TASK-INVOLVEMENT.
INVESTIGATOR- FISCHER, EDWARD H.
TRINITY COLL., HARTFORD, CONN.
BUREAU NUMBER BR-6-8291 PROP DATE 05 NOV 65
GRANT OEG-1-7-008291-0501

DESCRIPTORS- *COLLEGE STUDENTS, *EVALUATION TECHNIQUES, *SELF EVALUATION, *TASK PERFORMANCE, CONNECTICUT, EVALUATION METHODS, HARTFORD, PERFORMANCE, REINFORCEMENT, SELF CONCEPT,

START DATE 01-01-67 END DATE 12-31-67

ON THE BASIS OF A SELF-ESTEEM MEASURE, HIGH AND LOW SCORERS (COLLEGE SOPHOMORES) WILL CONSTITUTE THE SUBJECTS FOR TWO STUDIES. AN INITIAL EXPERIMENT WILL DETERMINE THE EFFECTS OF POSITIVE, NEGATIVE, AND NONEVALUATION ON DIGIT-SYMBOL SUBSTITUTION PERFORMANCES OF HIGH AND LOW SELF-ESTEEM SUBJECTS. ANOTHER EXPERIMENT WILL INVOLVE ONLY HIGH OR ONLY LOW SELF-ESTEEM SUBJECTS DEPENDING ON THE NATURE OF THE INTERACTION OCCURRING IN THE FIRST EXPERIMENT. THE SECOND EXPERIMENT WILL ASSESS THE EFFECTS OF POSITIVE AND NEGATIVE EVALUATION UNDER CONDITIONS WHERE TASK-INVOLVEMENT IS MANIPULATED BY THE EXPERIMENTER. IN BOTH EXPERIMENTS, THE AMOUNT OF INFORMATION CONVEYED BY POSITIVE AND NEGATIVE FEEDBACK WILL BE EQUIVALENT. DEPENDENT VARIABLES WILL CONSIST OF (1) MEAN TIME TO COMPLETE DIGIT-SYMBOL SUBSTITUTION TRIALS AND (2) RESPONSES TO A STRUCTURED INTERVIEW FOLLOWING PARTICIPATION IN THE TASK. DATA WILL BE ANALYZED BY CONVENTIONAL ANALYSES OF VARIANCE, MULTIPLE MEAN COMPARISONS OF CELLS, AND CHI-SQUARE TECHNIQUES FOR THE INTERVIEW DATA. (JC)

EP 010 380 08

A COMPREHENSIVE PROJECT TO DEVELOP A COMPLETE CURRICULUM IN THE AREA OF MEDICAL RECORDS TECHNICIAN.
INVESTIGATOR- VAN HALL, MILO E.
STATE UNIV. OF N. Y.,AG. AND TECH. COLL.AT ALFRED
BUREAU NUMBER BR-6-8302 PROP DATE 18 NOV 65
GRANT OEG-1-7-068302-0205

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *HEALTH SERVICES,

#JUNIOR COLLEGES, #MEDICAL CASE HISTORIES, #MEDICAL SERVICES, ALFRED, CAREER PLANNING, EMPLOYMENT OPPORTUNITIES, EMPLOYMENT POTENTIAL, HEALTH CAREERS PROJECT, NEW YORK, SURVEYS, VOCATIONAL EDUCATION,

START DATE 09-01-66 END DATE 08-31-67

A SURVEY WILL BE MADE OF HOSPITALS THROUGHOUT THE UNITED STATES TO GAIN THEIR REACTIONS TO A 2-YEAR MEDICAL RECORD TECHNICIAN CURRICULUM, AND TO DETERMINE ANTICIPATED EMPLOYMENT NEEDS IN THIS AREA DURING THE NEXT 5 YEARS. INCLUDED AS PART OF THE SURVEY WILL BE VISITS TO THE TWO INSTITUTIONS CURRENTLY OFFERING MEDICAL RECORD TECHNICIAN PROGRAMS, MEETINGS WITH HEALTH CAREERS PROJECT PERSONNEL, AND VISITS TO AREA HOSPITALS TO DISCUSS THE FEASIBILITY OF USING THEIR FACILITIES AS PART OF THE "EXTENDED CAMPUS" FOR THE CURRICULUM. THE FINAL PRODUCT OF THIS RESEARCH WILL BE A REPORT IN THE FORM OF A SUGGESTED APPROACH TO THE ESTABLISHMENT OF SUCH A CURRICULUM IN A 2-YEAR COLLEGE. COURSE SEQUENCES AND OUTLINES WOULD BE INCLUDED. (JC)

EP 010 381 24
ECONOMIC EDUCATION IN CALIFORNIA JUNIOR COLLEGES--AN EXPLORATORY STUDY.
INVESTIGATOR- HERSON, THOMAS B. EBEY, GEORGE W.
CALIFORNIA JUNIOR COLL. ASSN., MODESTO
BUREAU NUMBER BR-6-8368 PROP DATE 03 DEC 65
CONTRACT OEC-4-7-068368-2483

DESCRIPTORS- #CURRICULUM DEVELOPMENT, #DEVELOPMENTAL PROGRAMS, #ECONOMICS, #JUNIOR COLLEGES, #SCHOOL COMMUNITY COOPERATION, CALIFORNIA, COMMUNITY LEADERS, EDUCATIONAL NEEDS, INDUSTRY, INSTRUCTIONAL INNOVATION, LABOR, MODESTO, SURVEYS,

START DATE 11-02-66 END DATE 06-30-67

PLANS CALL FOR (1) DETERMINING THE PRESENT NEEDS AND INNOVATIONS IN BASIC ECONOMIC EDUCATION IN CALIFORNIA JUNIOR COLLEGES, (2) DEFINING GOALS AND PROCEDURES FOR THE IMPROVEMENT OF SUCH EDUCATION, AND (3) PREPARING A COMPREHENSIVE DEVELOPMENTAL PROGRAM TO IMPLEMENT THE RESULTS OF (1) AND (2) FOR NATIONAL USE. PARTICULAR ATTENTION WILL BE GIVEN TO COORDINATION WITH HIGH SCHOOLS, 4-YEAR UNIVERSITIES, COMMUNITY LEADERS, INDUSTRY, AND LABOR WITHIN THE STATE. THE STUDY WILL BE DIRECTED TOWARD THE DEVELOPMENT OF A MORE COMPREHENSIVE PROPOSAL FOR THE UPGRADING OF BASIC ECONOMICS EDUCATION. (JC)

EP 010 382 40
DEVELOPMENT OF A PIAGETIAN CURRICULUM FOR EXCEPTIONAL CHILDREN.
INVESTIGATOR- GARRISON, MORTIMER
WOODS SCHOOL FOR EXCEPTIONAL CHILDREN,LANGHORNE,PA
BUREAU NUMBER BR-6-8639 PROP DATE 10 MAR 66
GRANT OEG-1-7-068639-0063

DESCRIPTORS- #CONFERENCES, #CONSULTANTS, #CURRICULUM DEVELOPMENT, #EMOTIONALLY DISTURBED, #EXCEPTIONAL STUDENTS, EXPERIMENTAL CURRICULUM, LANGHORNE, NEUROLOGICALLY HANDICAPPED, PENNSYLVANIA, PIAGETIAN CURRICULUM,

START DATE 08-01-66 END DATE 07-31-67

A SERIES OF CLOSED WORKING CONFERENCES WILL CALL UPON EDUCATORS AND THEORETICAL-EXPERIMENTAL CHILD DEVELOPMENTALISTS TO PREPARE PLANS FOR AN EXPERIMENTAL CURRICULUM FOR YOUNGER EXCEPTIONAL CHILDREN. PROCEDURES AND METHODS WILL BE DEVELOPED WHICH CAN BE APPLIED TO THE BRAIN-INJURED OR DISTURBED CHILD. USED AS THE BASIS WILL BE JEAN PIAGET'S DEVELOPMENTAL THEORY THAT THE STUDENT SHOULD BE ENGAGED IN DIRECT ACTION AND THAT IDIOSYNCRATIC VIEWS SHOULD BE CORRECTED AND COORDINATED THROUGH SOCIAL INTERACTION. (RS)

EP 010 383 24
INCREASING THE AWARENESS OF ART IDEAS OF HEAD START CHILDREN THROUGH EXPERIENCES WITH CERAMICS.
INVESTIGATOR- SCHWARTZ, JULIA B.
FLORIDA STATE UNIV., TALLAHASSEE
BUREAU NUMBER BR-6-8647 PROP DATE 09 MAR 66
CONTRACT OEC-2-7-068647-0335

DESCRIPTORS- #ART EDUCATION, #HANDICRAFTS, #PRESCHOOL EDUCATION, #TEACHING METHODS, ART ACTIVITIES, FLORIDA, HEAD START PROGRAM, SCULPTURE, STUDENT TEACHER INTERACTION, SUMMER PROGRAMS, TALLAHASSEE, TAPE RECORDINGS,

START DATE 09-20-66 END DATE 04-20-67

GUIDED PARTICIPATION IN OBSERVING AND DISCUSSING CERAMIC ART WORKS AND MODELING IN CLAY WILL BE USED IN THIS ATTEMPT TO INCREASE THE AWARENESS OF SUMMER HEAD START CHILDREN TO BASIC ART IDEAS. THE FIRST AND LAST OF 14 SESSIONS IN A 7-WEEK PERIOD FOR AN EXPERIMENTAL AND A CONTROL GROUP WILL BE USED FOR PRE- AND POST-TESTS INVOLVING TAPE RECORDINGS OF CHILDREN'S COMMENTS AND CHILDREN'S CLAY MODELINGS. THE EXPERIMENTAL GROUP OF 15 HEAD START CHILDREN WILL PARTICIPATE IN REGULAR SHARING SESSIONS DURING WHICH AN ART TEACHER WILL PRESENT A WORK OF ART TO THE GROUP AND ELICIT OBSERVATIONAL RESPONSES FROM THEM. CLAY WILL BE MADE AVAILABLE DURING THE FOLLOWING FREE CHOICE PERIOD. THE CONTROL GROUP WILL HAVE CLAY PROVIDED, BUT IDEA DEVELOPMENT THROUGH SHARING SESSIONS WITH SELECTED QUESTIONS WILL NOT BE ATTEMPTED. (JM)

EP 010 384 56
A STUDY OF THE EFFICIENCY OF LEARNING WHEN BOTH INCIDENTAL AND INTENTIONAL LEARNING OCCUR SIMULTANEOUSLY.
INVESTIGATOR- COHEN, DAVID B.
SAINT LEO COLL., FLA.
BUREAU NUMBER BR-6-8670 PROP DATE 15 MAR 66
GRANT OEG-2-7-008670-2061

DESCRIPTORS- #COLLEGE STUDENTS, #LEARNING, #LEARNING PROCESSES, #STIMULUS DEVICES, #WORD RECOGNITION, CLASSROOM RESEARCH, FLORIDA, SAINT LEO, STIMULUS BEHAVIOR,

START DATE 10-31-66 END DATE 10-14-67

THE POSSIBILITIES OF IMPROVING THE EFFICIENCY OF LEARNING IN TYPICAL CLASSROOM SITUATIONS WILL BE EXAMINED BY CAUSING BOTH INCIDENTAL AND INTENTIONAL LEARNING TO OCCUR SIMULTANEOUSLY. AN ATTEMPT WILL BE MADE TO DETERMINE WHETHER THE PROVISION OF INCIDENTAL WORD STIMULI, WHEN USED TO FACILITATE LEARNING, RESULTS IN--(1) IMPROVED TEST

PERFORMANCE, (2) GREATER IMPROVEMENT THAN DOES THE PROVISION OF THE SAME WORD STIMULI AT A CLEARLY VISIBLE MAGNITUDE, (3) GREATER IMPROVEMENT IN TEST PERFORMANCE FOR ONE SEX OVER THE OTHER, (4) GREATER IMPROVEMENT FOR COLORED THAN FOR UNCOLORED CUES, OR (5) GREATER IMPROVEMENT WHEN THE SUBJECT CONTROLS THE PRESENTATION OF FOCAL MATERIAL AND STIMULI BY MEANS OF A GROUP-TEACHING DEVICE. SUBJECTS WILL BE OBSERVED TO EXAMINE THE MAIN EFFECTS AND INTERACTIONS OF CUE COLOR, CUE MAGNITUDE, SEX, AND METHOD OF FOCAL MATERIAL AND INCIDENTAL STIMULI PRESENTATION. THE PROCEDURE WILL INCLUDE TEST, TREATMENT, AND RETEST OF 5 GROUPS OF ABOUT 16 MALE AND 16 FEMALE COLLEGE FRESHMEN. THE DATA WILL BE EXAMINED BY ANALYSIS OF VARIANCE. (JC)

EP 010 385 24

A STUDY IN ORGANIZATIONAL INTERACTION BETWEEN AN EVENING COLLEGE AND ITS PARENT INSTITUTION.
INVESTIGATOR- JACOBSON, MYRTLE S.
NEW SCHOOL FOR SOCIAL RESEARCH, NEW YORK
BUREAU NUMBER BR-6-8725 PROP DATE 21 MAR 66
CONTRACT OEC-1-7-008725-2005

DESCRIPTORS- *ADMINISTRATION, *ADMINISTRATIVE POLICY, *COLLEGES, *EVENING PROGRAMS, *EXTENSION EDUCATION, COLLEGE ADMINISTRATION, NEW YORK, NEW YORK CITY,

START DATE 11-01-66 END DATE 10-31-67

A STUDY WILL BE MADE OF THE INTERRELATIONSHIP BETWEEN AN EVENING COLLEGE AND ITS PARENT ORGANIZATION. THE PRINCIPAL OBJECTIVE WILL BE TO EXAMINE HOW AN EDUCATIONAL SUBINSTITUTION FUNCTIONS WITHIN THE REGULARTORY ORBIT OF A PARENT INSTITUTION BASED UPON OBSERVATION OF INSTITUTIONAL INTERACTIONS. THE FORMAL STRUCTURE WILL BE EXAMINED THROUGH DOCUMENTARY EVIDENCE SUCH AS MINUTES AND REPORTS OF THE BOARD OF HIGHER EDUCATION, FACULTY COUNCIL, POLICY COMMITTEE, ADVISORY COUNCIL, ANNUAL REPORTS OF THE DIRECTOR, STAFF CONFERENCE REPORTS, AND FACULTY AND STUDENT NEWSPAPERS. THE INFORMAL STRUCTURE WILL BE STUDIED THROUGH PERSONAL INTERVIEWS AND LUNCHES AND DINNERS IN THE FACULTY AND STUDENT DINING ROOMS. (JC)

EP 010 386 24

THE ORGANIZATIONAL STRUCTURE OF AN ELEMENTARY SCHOOL.
INVESTIGATOR- FLIZAK, CHRISTOPHER W.
WAYNE STATE UNIV., COLL. OF EDUCATION, DETROIT
BUREAU NUMBER BR-6-8762 PROP DATE 01 APR 66
CONTRACT OEC-3-7-068762-0215

DESCRIPTORS- *BEHAVIOR, *ELEMENTARY SCHOOL TEACHERS, *LEADERSHIP, *QUESTIONNAIRES, *TEACHER ROLE, DETROIT, EDUCATION, ELEMENTARY SCHOOLS, EVALUATION MODALITY TEST, LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE, MICHIGAN, MINNESOTA TEACHER ATTITUDE INVENTORY, ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE, PSYCHOLOGY, SOCIOLOGY, TEACHER PRACTICE QUESTIONNAIRE,

START DATE 09-01-66 END DATE 08-31-67

THE ORGANIZATIONAL STRUCTURE OF THE INSTITUTION IN WHICH ONE WORKS IS SUPPOSED TO HAVE CERTAIN EFFECTS UPON AN INDIVIDUAL'S BEHAVIOR. THIS STUDY ATTEMPTS (1) TO PROBE INTO THE ORGANIZATIONAL STRUCTURE OF SCHOOLS, (2) TO CATEGORIZE SCHOOLS INTO "OPEN" AND "CLOSED" OR INTO "IDIOGRAPHIC" AND "NOMOTHETIC," (3) TO INVESTIGATE TEACHERS' PSYCHOLOGICAL, SOCIOLOGICAL, AND EDUCATIONAL ROLE ORIENTATION, (4) TO COMPARE THE RESULTS OBTAINED AMONG THE TYPES OF SCHOOLS, AND (5) TO INVESTIGATE THE POSSIBLE RELATIONSHIP BETWEEN THE TYPE OF SCHOOL, LENGTH OF SERVICE IN THAT SCHOOL, AND ROLE ORIENTATION. THE PROPOSED STUDY WILL BE CARRIED OUT IN THREE PHASES OVER A PERIOD OF 1 YEAR. PHASE ONE WILL INVOLVE IDENTIFICATION OF SCHOOLS ACCORDING TO THEIR ORGANIZATIONAL STRUCTURE OR CLIMATE. FOR THIS PURPOSE HALPIN'S ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE (FORM IV), OVID N. HUNTER'S LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE, AND JUDGMENTS OF FIVE INDEPENDENT JUDGES FAMILIAR WITH THE SCHOOLS WILL BE USED. PHASE TWO WILL INVOLVE ADMINISTRATION OF AN EVALUATION MODALITY TEST. TEACHER PRACTICE QUESTIONNAIRE, AND MINNESOTA TEACHER ATTITUDE INVENTORY TO APPROXIMATELY 800 ELEMENTARY SCHOOL TEACHERS IN 40 DIFFERENT SCHOOLS. PHASE THREE WILL CONSIST OF SCORING, TABULATING PROCESSING, ANALYZING AND EVALUATING THE DATA, AND PREPARING THE REPORT. (LP)

EP 010 387 24

THE DEVELOPMENT OF MATERIALS IN INSTRUCTION FOR A GENERAL MATHEMATICS CURRICULUM IN GRADE NINE.
INVESTIGATOR- ROGLER, PAUL V.
WILMINGTON PUBLIC SCHOOLS, DEL.
BUREAU NUMBER BR-6-8786 PROP DATE 66
CONTRACT OEC-1-7-068786-0351

DESCRIPTORS- *COMMUNITY CONSULTANTS, *MATERIAL DEVELOPMENT, *MATHEMATICS, *MATHEMATICS CURRICULUM, *URBAN CULTURE, ABILITY GROUPING, DELAWARE, INSTRUCTIONAL MATERIALS, NINTH GRADE, WILMINGTON, WORKSHOPS,

START DATE 11-01-66 END DATE 08-31-67

THE BASIC OBJECTIVES OF THIS STUDY ARE (1) TO DEVELOP WRITTEN AND MANIPULATIVE MATERIALS OF INSTRUCTION FOR NINTH-GRADE GENERAL MATHEMATICS CLASSES USING PRACTICAL APPLICATIONS FROM THE EVENTS AND AFFAIRS OF URBAN LIFE, AND (2) TO PROVIDE DIFFERENTIATED EXERCISES FOR ADAPTATION TO USE WITH STUDENTS OF VARIED LEVELS OF MATHEMATICAL ABILITY. A 6-WEEK WORKSHOP WILL BE CONDUCTED AT WHICH MEMBERS OF THE ECONOMIC COMMUNITY WILL PRESENT THEIR VIEWS ON THE MATHEMATICS NEEDS OF NONACADEMIC STUDENTS IN AN URBAN SETTING. TEACHING UNITS WILL BE PREPARED FOR CLASSROOM USE DURING THE FOLLOWING SCHOOL YEAR. (LP)

EP 010 388 48

A FREQUENCY COUNT OF CONTEMPORARY GERMAN VOCABULARY BASED ON THREE CURRENT LEADING NEWSPAPERS.
INVESTIGATOR- SWENSON, RODNEY
UNIVERSITY OF MINNESOTA, MINNEAPOLIS
BUREAU NUMBER BR-6-8836 PROP DATE 20 APR 66
CONTRACT OEC-3-7-068836-1576

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *GERMAN, *LANGUAGE INSTRUCTION, *LANGUAGE RESEARCH, *STRUCTURAL ANALYSIS, INSTRUCTIONAL MATERIALS, MINNEAPOLIS, MINNESOTA, MODERN LANGUAGE ASSOCIATION (MLA), NEWS MEDIA, PERIODICALS,

START DATE 12-01-66 END DATE 09-30-67

A NEW VOCABULARY COUNT OF GERMAN WORD USAGE WILL BE MADE FROM A STUDY OF THREE NEWSPAPERS--DIE WELT, FRANKFURTER ALLGEMEINE, AND SUEDDEUTSCHE ZEITUNG -- -- SO THAT CURRICULA, MATERIALS, AND TESTS CAN BE DEVELOPED. APPROXIMATELY 600,000 WORDS WILL BE COUNTED AND TABULATED. EACH WORD WILL BE ENTERED ON A SEPARATE FILE CARD. DERIVATIVE FORMS WILL BE ARRANGED UNDER THE ROOT FORM. THE COMPLETED LIST IS EXPECTED TO BE A CURRENT, MODERN, HIGH-FREQUENCY COUNT FOR THE TEACHING OF THE CONTEMPORARY GERMAN LANGUAGE. (RS)

EP 010 389 40

A PLANNING PROJECT TO STUDY THE FEASIBILITY OF COMPUTER PRODUCTION OF BRAILLE MATERIALS FOR PUBLIC SCHOOL BLIND CHILDREN.
INVESTIGATOR- NELSON, CALVIN C.
UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES
BUREAU NUMBER BR-6-8925 PROP DATE 01 JUN 66
GRANT OEG-4-7-008925-0500

DESCRIPTORS- *BLIND, *BRAILLE, *COMPUTER PROGRAMS, *INSTRUCTIONAL MATERIALS, BLIND CHILDREN, CALIFORNIA, COMPUTER ORIENTED PROGRAMS, GRADE TWO BRAILLE TRANSLATING PROGRAM, LOS ANGELES, PUBLIC SCHOOLS, READING INSTRUCTION,

START DATE 11-04-66 END DATE 07-31-67

THE OBJECTIVES OF THIS EXPLORATORY PROJECT WILL BE THREEFOLD--(1) TO EXAMINE THE NEED FOR VARIOUS CONTRACTED FORMS OF BRAILLE IN PUBLIC SCHOOLS, (2) TO DETERMINE THE MANNER IN WHICH COMPUTERIZED BRAILLE MAY BE MOST READILY MADE AVAILABLE TO BLIND SCHOOL CHILDREN, AND (3) TO DO EXPLORATORY WORK FOR DEVELOPING A GRADE TWO BRAILLE TRANSLATING PROGRAM FOR THE HONEYWELL 222 HIGH-SPEED BRAILLE POINTER. PROCEDURAL ACTIVITIES WILL CONSIST OF THE FOLLOWING--(1) THE DEVELOPMENT OF A MODEL PROGRAM, WITH PRELIMINARY TESTING FOR A GRADE TWO BRAILLE TRANSLATOR SYSTEM, (2) THE DETERMINATION OF NEED FOR BRAILLE MATERIALS, AND (3) DISCUSSIONS WITH PUBLIC SCHOOL PERSONNEL, UNIVERSITY PERSONNEL, AND VOLUNTEER TRANSCRIBER GROUPS RELATIVE TO THEIR RESPECTIVE ROLES IN MAKING COMPUTERIZED BRAILLE MATERIALS AVAILABLE TO BLIND SCHOOL CHILDREN. (HB)

EP 010 390 40

A STUDY OF THE EFFECTS OF THREE EXPERIMENTAL CURRICULUM UNITS ON THE SOCIAL PERCEPTION AND PREVOCATIONAL READINESS OF EDUCABLE MENTALLY RETARDED ADOLESCENTS.
INVESTIGATOR- CLARK, GARY M.
GEORGE PEABODY COLLEGE FOR TEACHERS, NASHVILLE
BUREAU NUMBER BR-6-8926 PROP DATE 66
GRANT OEG-2-7-068926-2370

DESCRIPTORS- *CURRICULUM RESEARCH, *EDUCABLE MENTALLY HANDICAPPED, *PERCEPTUAL DEVELOPMENT, *PREVOCATIONAL EDUCATION, *SOCIAL DEVELOPMENT, ADOLESCENTS, BEHAVIOR PATTERNS, BEHAVIOR RATING SCALE, EDMONSON LEACH AND LELAND CURRICULUM UNIT, EXPERIMENTAL CURRICULUM, FUDELL CURRICULUM UNIT, NASHVILLE, SOCIAL ATTITUDES, SPECIAL EDUCATION, TENNESSEE, TEST OF SOCIAL INFERENCE, TRAINING, VINELAND SOCIAL MATURITY SCALE,

START DATE 11-04-66 END DATE 09-18-67

VALIDITY CRITERIA WILL BE APPLIED TO AN EXPERIMENTAL UNIT OF PERCEPTUAL TRAINING FOR SOCIAL BEHAVIOR. THIS UNIT, BY EDMONSON, LEACH, AND LELAND, WILL BE COMPARED WITH TWO OTHER CURRICULUM APPROACHES. APPROXIMATELY 45 EDUCABLE MENTALLY RETARDED YOUTHS IN SPECIAL EDUCATION CLASSES WILL BE SELECTED AND RANDOMLY ASSIGNED TO ONE OF 3 EXPERIMENTAL TREATMENTS. EACH EXPERIMENTAL GROUP WILL CONSIST OF APPROXIMATELY 15 SUBJECTS WHO ARE OF TYPICAL JUNIOR HIGH SCHOOL AGE. GROUP ONE WILL USE THE "EDMONSON, LEACH, AND LELAND UNIT," GROUP TWO WILL USE THE "FUDELL CURRICULUM UNIT" ON OCCUPATIONAL SKILLS, AND GROUP THREE WILL USE THE CONVENTIONAL CURRICULUM. MEASUREMENT INSTRUMENTS TO BE USED WILL INCLUDE THE "VINELAND SOCIAL MATURITY SCALE," THE "TEST OF SOCIAL INFERENCE," AND THE "BEHAVIOR RATING SCALE." ALL INSTRUMENTS WILL BE SUBMITTED TO PRE- AND POST-TESTS. DATA WILL ALSO BE COLLECTED BY (1) WEEKLY UNIT TESTS OF THE PERCEPTUAL TRAINING UNIT, AND (2) TEACHER AND PUPIL EVALUATIONS OF DAILY UNITS. ANALYSIS OF VARIANCE, CORRELATIONAL METHODS, DESCRIPTIVE STATISTICS, AND NARRATIVE DESCRIPTION WILL BE THE EVALUATION PROCEDURES EMPLOYED. (RS)

EP 010 391 24

AN INVESTIGATION OF CERTAIN VISUAL DISCRIMINATIONS OF PRESCHOOL AND SCHOOL-AGE CHILDREN.
INVESTIGATOR- WOLFF, JOSEPH L.
UNIVERSITY OF ILLINOIS. COLL. OF EDUCATION, URBANA
BUREAU NUMBER BR-6-8934 PROP DATE 66
CONTRACT OEC-3-7-008934-0459

DESCRIPTORS- *COMMUNICATION PROBLEMS, *CONCEPT FORMATION, *STIMULUS BEHAVIOR, *VERBAL COMMUNICATION, *VISUAL DISCRIMINATION, BEHAVIOR DEVELOPMENT, CHILD DEVELOPMENT, COMMUNICATION SKILLS, ILLINOIS, LEARNING THEORIES, URBANA, VERBAL ABILITY,

START DATE 10-01-66 END DATE 09-30-67

REESE (1962) AND OTHERS WORKING IN THE AREA OF CHILDREN'S DISCRIMINATION AND CONCEPT LEARNING HAVE SUGGESTED THE HYPOTHESIS THAT PRESCHOOL CHILDREN, CAPABLE OF USING LANGUAGE FOR PURPOSES OF COMMUNICATION, NORMALLY FAIL TO DIRECT THEIR RESPONDING IN SIMPLE LEARNING SITUATIONS BY MEANS OF SELF-PRODUCED, IMPLICIT VERBAL CUES. IN THE COURSE OF A STUDY TO DETERMINE THE ROLE OF ORIENTING RESPONSES IN DISCRIMINATION-REVERSAL LEARNING, RESULTS WERE OBTAINED WHICH HAVE BEEN INTERPRETED AS SUPPORTING THIS HYPOTHESIS. IT WILL BE THE OBJECTIVE OF THIS RESEARCH STUDY TO FURTHER INVESTIGATE THE EXACT NATURE AND FULL EXTENT OF THIS SUPPORT. (LP)

EP 010 392 24

A STUDY OF SCHOOL AND COMMUNITY RELATIONS.
INVESTIGATOR- FRIEDMAN, NATHALIE S.
COLUMBIA UNIV., NEW YORK
BUREAU NUMBER BR-6-8967 PROP DATE 28 FEB 66
CONTRACT OEC-1-7-068967-0064

DESCRIPTORS- *ATTITUDES, *COGNITIVE MEASUREMENT, *ROLE CONFLICTS, *ROLE PLAYING, *SCHOOL-COMMUNITY RELATIONSHIP, BEHAVIOR PATTERNS, COMMUNITY ATTITUDES, COMMUNITY SCHOOLS,

NEW YORK, NEW YORK CITY, SCHOOL ATTITUDES,

START DATE 08-01-66 END DATE 08-31-67

THE OBJECTIVES OF THIS STUDY ARE--(1) TO INVESTIGATE THE DEGREE OF KNOWLEDGE WHICH MOTHERS, TEACHERS, STUDENTS, AND ADMINISTRATORS HAVE OF ONE ANOTHER'S SCHOOL-RELATED BEHAVIOR AND EXPECTATIONS, (2) TO DETERMINE THE CORRELATES, CAUSES, AND CONSEQUENCES OF DIFFERENTIAL KNOWLEDGE OF STATUS OCCUPANTS IN SCHOOL SYSTEMS, (3) TO EXAMINE THE STRUCTURAL FEATURES AND ARRANGEMENTS IN SCHOOLS WHICH INCREASE OR REDUCE OBSERVABILITY OF ROLE PARTNERS, AND (4) TO DETERMINE THE MAJOR CONTEXTUAL CHARACTERISTICS OF COMMUNITIES WHICH INCREASE OR DECREASE OBSERVABILITY OF ROLE PARTNERS. THE PROCEDURES FOR THIS STUDY WILL INCLUDE AN ANALYSIS OF RELEVANT DATA FROM "THE NEW JERSEY STUDY OF CONSENSUS BETWEEN SCHOOL AND COMMUNITY ON EDUCATIONAL GOALS AND PRACTICES," AND THE COLLECTION AND UTILIZATION OF ADDITIONAL DATA FROM SCHOOL ADMINISTRATORS, SCHOOL RECORDS, SCHOOL PUBLICATIONS, AND COMMUNITY NEWSPAPERS IN ORDER TO DOCUMENT AND INTERPRET RELATIONSHIPS WHICH MAY BE FOUND. (JM)

EP 010 393 24

EVALUATION OF THE EDUCATION THROUGH VISION CURRICULUM - PHASE I.
INVESTIGATOR- TRISMEN, DONALD
EDUCATIONAL TESTING SERVICE, PRINCETON, N. J.
BUREAU NUMBER BR-7-0049 PROP DATE 30 JUN 66
GRANT OEG-1-7-070049-0161

DESCRIPTORS- *CURRICULUM RESEARCH, *SPECIAL EDUCATION, *VERBAL DEVELOPMENT *COGNITIVE DEVELOPMENT, *VISION, ACADEMIC ACHIEVEMENT, EDUCATIONAL EXPERIENCES, EDUCATIONAL IMPROVEMENT, EXPERIMENTAL CURRICULUM, GROUP INSTRUCTION, MEASUREMENT INSTRUMENTS, NEW JERSEY, PRINCETON, VISUAL DISCRIMINATION, VISUAL PERCEPTION,

START DATE 08-15-66 END DATE 12-15-67

DETERMINATIONS WILL BE MADE WITH RESPECT TO THE FOLLOWING--(1) WHETHER AN "EDUCATION THROUGH VISION" CURRICULUM HAS CUMULATIVE EFFECTS OVER THE PERIOD OF 1 SCHOOL YEAR IN EACH OF SEVERAL COGNITIVE AND VERBAL AREAS, (2) GROUP ACHIEVEMENT LEVELS IN EACH OF THREE SUBSECTIONS OF AN "EDUCATION THROUGH VISION" CURRICULUM, AND (3) THE ITEM AND TEST CHARACTERISTICS OF EACH OF FOUR INSTRUMENTS TO BE SPECIALLY CONSTRUCTED FOR THIS EVALUATION PROGRAM, AND TO ACCOMPLISH ANY NECESSARY REVISIONS IN THESE INSTRUMENTS. A BATTERY OF TESTS IN EACH OF SEVERAL COGNITIVE AND VERBAL AREAS WILL BE ADMINISTERED IN SEPTEMBER AND MAY OF 1 SCHOOL YEAR IN "EDUCATION THROUGH VISION" CLASSES THROUGH EACH OF THREE ACHIEVEMENT TESTS, CORRESPONDING TO THE CURRICULUM SUBDIVISIONS ENTITLED "LOOKING," "SEEING," AND "BUILDING." APPROPRIATE ANALYSES WILL BE CONDUCTED TO FULFILL THE OBJECTIVES OF THE PROGRAM. (LP)

EP 010 394 24

DEVELOPMENT OF READABILITY ANALYSES.
INVESTIGATOR- BORMUTH, JOHN R.
UNIVERSITY OF MINNESOTA, MINNEAPOLIS
BUREAU NUMBER BR-7-0052 PROP DATE 66
GRANT OEG-3-7-070052-0326

DESCRIPTORS- *COMPREHENSION, *LINGUISTIC PATTERNS, *LINGUISTICS, *READING COMPREHENSION, *READING MATERIALS, COGNITIVE ABILITY, DEVELOPMENTAL PROGRAMS, FACTOR ANALYSIS, FACTOR STRUCTURE, INSTRUCTIONAL MATERIALS, MINNEAPOLIS, MINNESOTA, STRUCTURAL ANALYSIS,

START DATE 09-13-66 END DATE 03-13-69

THE OBJECTIVES OF THIS STUDY ARE (1) TO DEVISE NEW LINGUISTIC VARIABLES WITH WHICH TO PREDICT THE COMPREHENSION DIFFICULTIES OF PASSAGES, (2) TO STUDY THE FACTOR STRUCTURE OF THE RELATIONSHIPS AMONG THE LINGUISTIC VARIABLES AND FROM THIS TO DEVELOP A SET OF READABILITY FORMULAS FOR PREDICTING THE DIFFICULTIES OF INDIVIDUAL WORDS, INDEPENDENT CLAUSES, SENTENCES, AND PASSAGES, AND (3) TO DETERMINE AND REPORT FOR USE IN FUTURE STUDIES THE COMPREHENSION DIFFICULTIES OF A LARGE NUMBER OF SAMPLES OF LANGUAGE. THREE HUNDRED PASSAGES OF APPROXIMATELY 100 WORDS EACH WILL BE USED. THIRTY PASSAGES WILL BE SELECTED FROM MATERIALS IN 10 SUBJECT-MATTER AREAS. WITHIN EACH SUBJECT-MATTER AREA THE PASSAGES WILL BE DRAWN EVENLY FROM MATERIALS USED IN INSTRUCTION AT GRADE LEVELS TWO THROUGH TWELVE. FIVE CLOZE TEST FORMS WILL BE MADE OVER EACH PASSAGE IN SUCH A WAY THAT EVERY WORD IN EVERY PASSAGE APPEARS AS A CLOZE TEST ITEM IN ONE OF THE FORMS. FIVE GROUPS MATCHED FOR READING ACHIEVEMENT WILL BE FORMED, AND EACH WILL TAKE A DIFFERENT FORM OF THE TEST OVER EACH PASSAGE. THE DIFFICULTY OF EACH WORD WILL BE FOUND BY FINDING THE PROPORTION OF SUBJECTS RESPONDING CORRECTLY WHEN A WORD APPEARS AS A CLOZE TEST ITEM. THE DIFFICULTIES OF INDEPENDENT CLAUSES, SENTENCES, AND PASSAGES WILL BE FOUND BY AVERAGING THE DIFFICULTIES OF THE WORDS WITHIN THE LANGUAGE UNITS. (LP)

EP 010 395 40

RESEARCH ON FREQUENCY TRANSPOSITION FOR HEARING AIDS.
INVESTIGATOR- PICKETT, JAMES M.
GALLAUDET COLLEGE, WASHINGTON, D.C.
BUREAU NUMBER BR-7-0070 PROP DATE 15 JUL 66
GRANT OEG-2-7-070070-1522

DESCRIPTORS- *AUDITION (HEARING), *AUDITORY DISCRIMINATION, *AURALLY HANDICAPPED, *DEAF EDUCATION, *PHONOLOGY, DISTRICT OF COLUMBIA, SPEECH,

START DATE 11-15-66 END DATE 11-14-67

METHODS FOR ALTERING SPEECH SIGNALS WILL BE DEVELOPED AND TESTED TO BETTER COMPENSATE FOR SERIOUS HEARING LOSSES OF SENSORINEURAL ORIGIN. ATTENTION WILL BE FOCUSED ON THOSE CASES WHERE SPEECH RECEPTION CANNOT BE SUFFICIENTLY AIDED BY CONVENTIONAL AMPLIFICATION, BECAUSE OF VERY POOR AUDITORY DISCRIMINATION IN THE IMPORTANT SPEECH FREQUENCY REGIONS. AN EXPERIMENTAL TESTING SYSTEM WILL BE CONSTRUCTED WHICH WILL ALLOW VARIOUS COMBINATIONS OF FREQUENCY SELECTIVITY, FREQUENCY-RESPONSE PREEMPHASIS, AND FREQUENCY TRANSPOSITION TO BE APPLIED TO THE INCOMING SPEECH SIGNAL BEFORE PRESENTATION TO THE LISTENERS. (LP)

EP 010 396 48

TUNISIAN ARABIC TEACHING MATERIALS BASIC COURSE.
INVESTIGATOR- HODGE, CARLETON T.
INDIANA UNIV. FOUNDATION, BLOOMINGTON
BUREAU NUMBER BR-7-0089 PROP DATE 66

CONTRACT OEC-2-7-070089-2204

DESCRIPTORS- *COURSE ORGANIZATION, *LANGUAGE INSTRUCTION, *LANGUAGES, *MATERIAL DEVELOPMENT, *TUNISIAN ARABIC, BLOOMINGTON, INDIANA, INSTRUCTIONAL MATERIALS, NORTH AFRICA, TAPE RECORDINGS, TUNISIA,

START DATE 10-26-66 END DATE 04-30-68

A BASIC COURSE IN TUNISIAN ARABIC WILL BE PREPARED. IT WILL CONSTITUTE APPROXIMATELY 300 HOURS OF CLASSWORK AND WILL BE CONSTRUCTED IN ACCORDANCE WITH UP-TO-DATE PRINCIPLES OF LANGUAGE TEACHING. TAPE RECORDINGS WILL BE DEVELOPED AS PART OF THE COURSE. THE PROJECT RESULTED FROM AN INCREASING INTEREST OF THE UNITED STATES IN COMMUNICATING WITH THE TYPICAL CITIZEN OF TUNISIA RATHER THAN JUST WITH PUBLIC OFFICIALS, WHO GENERALLY SPEAK FRENCH. (JH)

EP 010 397 48

BASIC TEACHING MATERIALS IN EWE, A LANGUAGE OF WEST AFRICA.
INVESTIGATOR- HODGE, CARLETON T.
INDIANA UNIV. FOUNDATION, BLOOMINGTON
BUREAU NUMBER BR-7-0097 PROP DATE 66
CONTRACT OEC-3-7-070097-2201

DESCRIPTORS- *COURSE ORGANIZATION, *EWE, *LANGUAGE INSTRUCTION, *LANGUAGES, *MATERIAL DEVELOPMENT, BLOOMINGTON, DIALECTS, INDIANA, INSTRUCTIONAL MATERIALS, TAPE RECORDINGS, TOGO, WEST AFRICA,

START DATE 10-26-66 END DATE 04-30-68

A BASIC COURSE IN EWE WILL BE DEVELOPED. IT WILL CONSTITUTE APPROXIMATELY 300 HOURS OF CLASSWORK AND WILL BE CONSTRUCTED IN ACCORDANCE WITH CONTEMPORARY PRINCIPLES OF LANGUAGE TEACHING. TAPE RECORDINGS WILL BE PREPARED AS PART OF THE COURSE. (EWE IS A LANGUAGE OF TOGO, DAHOMEY, AND GHANA. IT IS THE MAJOR LANGUAGE OF TOGO WITH APPROXIMATELY 1,700,000 SPEAKERS.) (JH)

EP 010 398 48

BASIC TEACHING MATERIALS IN SARA GAMBAI, A LANGUAGE OF NORTH CENTRAL AFRICA.
INVESTIGATOR- HODGE, CARLETON T.
INDIANA UNIV. FOUNDATION, BLOOMINGTON
BUREAU NUMBER BR-7-0098 PROP DATE 66
CONTRACT OEC-3-7-070098-2203

DESCRIPTORS- *COURSE ORGANIZATION, *LANGUAGE INSTRUCTION, *LANGUAGES, *MATERIAL DEVELOPMENT, *SARA, BLOOMINGTON, CHAD, DIALECTS, INDIANA, INSTRUCTIONAL MATERIALS, NORTH CENTRAL AFRICA, TAPE RECORDINGS,

START DATE 10-26-66 END DATE 04-30-68

A BASIC COURSE IN SARA, A LANGUAGE OF THE REPUBLIC OF CHAD, AFRICA, WILL BE DEVELOPED. IT WILL CONSTITUTE APPROXIMATELY 300 HOURS OF CLASSWORK AND WILL BE CONSTRUCTED IN ACCORDANCE WITH THE LATEST FINDINGS IN LANGUAGE TEACHING. TAPE RECORDINGS WILL BE PREPARED AS PART OF THE COURSE. THE MAJOR DIALECT TO BE THE SUBJECT OF THIS RESEARCH IS THAT OF MOUNDOU IN SOUTHERN CHAD, REPRESENTATIVE OF SARA GAMBAI (OR NGARUBAI) AND SPOKEN BY MORE THAN 110,000 PERSONS. (JH)

EP 010 399 08

CONTINUATION OF THE CENTER FOR RESEARCH AND LEADERSHIP DEVELOPMENT IN VOCATIONAL AND TECHNICAL EDUCATION.
INVESTIGATOR- TAYLOR, ROBERT
OHIO STATE UNIV., COLUMBUS
BUREAU NUMBER BR-7-0158 PROP DATE 10 AUG 66
GRANT OEG-3-7-000158-2037

DESCRIPTORS- *ERIC CLEARINGHOUSES, *RESEARCH AND DEVELOPMENT CENTERS, *RESEARCH PROJECTS, *TEACHER EDUCATION, *VOCATIONAL EDUCATION, COLUMBUS, OHIO, PROGRAM DEVELOPMENT, PROGRAM PLANNING,

START DATE 10-16-66 END DATE 10-15-71

OBJECTIVES OF THE CENTER ARE (1) TO PROVIDE A CONTINUING REAPPRAISAL OF THE ROLE AND FUNCTION OF VOCATIONAL AND TECHNICAL EDUCATION IN OUR DEMOCRATIC SOCIETY, (2) TO STIMULATE AND STRENGTHEN STATE, REGIONAL, AND NATIONAL PROGRAMS OF APPLIED RESEARCH AND DEVELOPMENT DIRECTED TOWARD SOLUTION OF PRESSING PROBLEMS IN VOCATIONAL AND TECHNICAL EDUCATION, (3) TO ENCOURAGE THE DEVELOPMENT OF RESEARCH TO IMPROVE VOCATIONAL AND TECHNICAL EDUCATION IN INSTITUTIONS OF HIGHER EDUCATION AND OTHER APPROPRIATE SETTINGS, (4) TO CONDUCT RESEARCH STUDIES DIRECTED TOWARD THE DEVELOPMENT OF NEW KNOWLEDGE AND NEW APPLICATIONS OF EXISTING KNOWLEDGE IN VOCATIONAL AND TECHNICAL EDUCATION, (5) TO UPGRADE VOCATIONAL EDUCATION LEADERSHIP THROUGH ADVANCED STUDY AND INSERVICE EDUCATION PROGRAMS, (6) TO PROVIDE A NATIONWIDE INFORMATION RETRIEVAL, STORAGE, AND DISSEMINATION SYSTEM FOR VOCATIONAL AND TECHNICAL EDUCATION LINKED WITH THE USOE EDUCATIONAL RESEARCH INFORMATION CENTER (ERIC), AND (7) TO PROVIDE EDUCATIONAL OPPORTUNITIES FOR INDIVIDUALS CONTEMPLATING FOREIGN ASSIGNMENTS AND FOR LEADERS FROM OTHER COUNTRIES RESPONSIBLE FOR LEADERSHIP IN VOCATIONAL AND TECHNICAL EDUCATION. A WIDE RANGE OF ACTIVITIES AND PROCEDURES TO ACHIEVE THESE OBJECTIVES WILL ENCOMPASS BASIC AND APPLIED RESEARCH, FIELD TESTING, AND DISSEMINATION. A SUPPLEMENTARY VOLUME PROVIDES DETAILED INFORMATION ON (1) ACCOMPLISHMENTS OF THE CENTER, (2) ACTIVITIES UNDERWAY AND PROJECTED, AND (3) ACTIVITY AREAS UNDER CONSIDERATION. (JH)

EP 010 400 24

EDUCATIONAL RESEARCH INFORMATION CENTER INSTITUTE FOR TRAINING INFORMATION CENTER PERSONNEL.
INVESTIGATOR- TAYLOR, ROBERT
OHIO STATE UNIV., COLUMBUS
BUREAU NUMBER BR-7-0221 PROP DATE 66
GRANT OEG-3-7-070221-2048

DESCRIPTORS- *EDUCATIONAL RESOURCES, *ERIC CLEARINGHOUSES, *INFORMATION SYSTEMS, *MANPOWER DEVELOPMENT, *RESOURCE CENTERS, COLUMBUS, LIBRARY SERVICES, NORTH AMERICAN AVIATION, OHIO, REGIONAL LABORATORIES, RESOURCE MATERIALS, TRAINING, UNIVERSITY OF MARYLAND GRADUATE SCHOOL OF LIBRARY SCIENCES,

START DATE 10-14-66 END DATE 06-13-67

THE PROGRAM WILL OFFER TRAINING TO APPROXIMATELY 75 ERIC INFORMATION CENTER AND REGIONAL LABORATORY PERSONNEL. ONE

SESSION WILL BE HELD DURING THE WEEK OF OCTOBER 17-21, 1966, FOLLOWED BY ANOTHER 1-WEEK SESSION 6 MONTHS LATER. THE TRAINING SESSION IS NEEDED TO INSURE THE QUALITY OF ERIC INFORMATION CENTER OPERATIONS, TO PROMOTE COMPATABILITY, AND TO ACQUAINT TRAINEES WITH MODERN DOCUMENTATION TECHNIQUES. TWO KEY PERSONNEL FROM EACH OF THE INFORMATION CENTERS AND REGIONAL LABORATORIES WILL PARTICIPATE. DR. ROBERT E. TAYLOR WILL SUPERVISE THE INSTITUTE, SUPPORTED BY U.S. OFFICE OF EDUCATION REPRESENTATIVES AND CONSULTANTS FROM THE GRADUATE SCHOOL OF LIBRARY SCIENCES OF THE UNIVERSITY OF MARYLAND AND NORTH AMERICAN AVIATION. THE TRAINING SESSION WILL PRESENT--(1) GENERAL AND SPECIFIC ORIENTATION TO ORGANIZATIONAL COMPONENTS, (2) GUIDELINES AND PROCEDURES FOR SELECTION AND ACQUISITION OF MATERIALS, (3) PROCESSING AND ORGANIZATION OF MATERIALS FOR USE, (4) SERVICES AND PUBLICATIONS, (5) SEARCH AND DISSEMINATION, AND (6) INFORMATION CENTER ADMINISTRATION. (LP)

EP 010 401 24

AERA RESEARCH TRAINING PRESESSIONS.
INVESTIGATOR- SCHUTZ, RICHARD E.
AMERICAN EDUCATIONAL RESEARCH ASSN., WASH., D. C.
BUREAU NUMBER BR-7-0257 PROP DATE 28 AUG 66
GRANT OEG-2-7-070257-1531

DESCRIPTORS- *CONFERENCES, *CURRICULUM DEVELOPMENT, *PROFESSIONAL EDUCATION, *RESEARCHERS, CULTURAL DISADVANTAGEMENT, DISTRICT OF COLUMBIA, EDUCATIONAL RESEARCH, RESEARCH METHODOLOGY, RESEARCH OPPORTUNITIES, RESEARCH PROBLEMS, STATISTICAL ANALYSIS, TEACHER EDUCATION, TRAINING,

START DATE 11-15-66 END DATE 06-14-67

SEVEN INTENSIVE TRAINING SESSIONS WILL BE HELD AS PRESESSIONS IN CONNECTION WITH THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA), FEBRUARY 11-15, 1967. THE PRESESSIONS HAVE BEEN ORGANIZED AND STRUCTURED TO COVER THE RESEARCH TERRAIN AS COMPREHENSIVELY AS POSSIBLE AND TO PROVIDE INSTRUCTION THAT SHOULD BE SUITABLE FOR RESEARCH NOVICES AS WELL AS FOR EXPERIENCED RESEARCHERS. TITLES OF THE PRESESSIONS ARE--(1) BAYESIAN STATISTICAL ANALYSIS, (2) DESIGN AND ANALYSIS OF COMPARATIVE EXPERIMENTS IN EDUCATION, (3) EDUCATIONAL RESEARCH MANAGEMENT PROCEDURES, (4) FORMULATING RESEARCHABLE PROBLEMS AND PREPARING RELEVANT PROPOSALS, (5) MULTIVARIATE DESIGN AND ANALYSIS IN EDUCATIONAL RESEARCH, (6) NEW TECHNIQUES IN CURRICULUM EVALUATION, AND (7) STRATEGIES OF RESEARCH WITH CULTURALLY DEPRIVED CHILDREN. SELECTION OF APPLICANTS FOR ALL PRESESSIONS WILL BE MADE BY THE CENTRAL ADMINISTRATIVE STAFF OF AERA AND THE PRESESSION COMMITTEE. (JC)

EP 010 402 48

BASIC TEACHING MATERIALS IN DYULA, A LANGUAGE OF WEST AFRICA.
INVESTIGATOR- HODGE, CARLETON T.
INDIANA UNIV. FOUNDATION, BLOOMINGTON
BUREAU NUMBER BR-7-0301 PROP DATE 66
CONTRACT OEC-3-7-070301-1526

DESCRIPTORS- *AFRICAN, *COURSE ORGANIZATION, *DYULA, *LANGUAGE INSTRUCTION, *MATERIAL DEVELOPMENT, BLOOMINGTON, INDIANA, INSTRUCTIONAL MATERIALS, TAPE RECORDINGS, UNIT PLAN,

START DATE 11-14-66 END DATE 05-31-68

A BASIC COURSE WILL BE PREPARED IN DYULA, A LANGUAGE SPOKEN IN THE NORTHERN PART OF THE IVORY COAST OF AFRICA. VOCABULARY WILL BE INTRODUCED IN THE BASIC DIALOGUE AND IN VARIATIONS AS FURTHER DRILL IS PRESENTED. UNITS OF DIALOGUE MATERIAL WILL BE ORGANIZED TO PRESENT ALL COMMON GRAMMATICAL FEATURES. THE COURSE MATERIALS WILL CONSIST OF APPROXIMATELY 450 PAGES, INVOLVING ABOUT 300 HOURS OF STUDY. ACCOMPANYING TAPES WILL BE RECORDED BY NATIVE SPEAKERS. (RS)

EP 010 403 24

EDUCATIONAL LABORATORY THEATRE FOR THE SECONDARY SCHOOL CHILDREN OF RHODE ISLAND.
INVESTIGATOR- O'CONNOR, CHARLES
PROVIDENCE PUBLIC SCHOOLS, R. I.
BUREAU NUMBER BR-7-0600 PROP DATE 25 MAY 66
GRANT OEG-1-7-070600-1610

DESCRIPTORS- *COCURRICULAR ACTIVITIES, *CULTURAL ENRICHMENT, *DRAMATICS, *THEATER ARTS, PROVIDENCE, RHODE ISLAND, SECONDARY SCHOOL STUDENTS, SUPPLEMENTARY EDUCATIONAL CENTERS,

START DATE 12-01-66 END DATE 09-15-67

THE EDUCATIONAL LABORATORY THEATRE FOR SECONDARY SCHOOL CHILDREN OF RHODE ISLAND WILL PRESENT FOUR DRAMATIC PRODUCTIONS DURING THE 1966-67 SCHOOL YEAR TO STUDENT AUDIENCES. ALL STUDENTS IN RHODE ISLAND PUBLIC AND NONPUBLIC SCHOOLS, IN GRADES 10 THROUGH 12, WILL PARTICIPATE IN THE PROJECT, WHICH IS DESIGNED TO PARTIALLY FULFILL THE NEED AMONG HIGH SCHOOL STUDENTS FOR CULTURAL ENRICHMENT EXPERIENCES NOT PROVIDED BY THE REGULAR SCHOOL CURRICULUM. (LP)

EP 010 404 48

ENGLISH-FOOCHOW STUDENT DICTIONARY.
INVESTIGATOR- CHEN, LEO
SAN FRANCISCO STATE COLL.
BUREAU NUMBER BR-7-8012 PROP DATE 66
CONTRACT OEC-4-7-078012-2489

DESCRIPTORS- *CHINESE, *DIALECTS, *DICTIONARIES, *FOOCHOW, *REFERENCE BOOKS, CALIFORNIA, SAN FRANCISCO,

START DATE 11-10-66 END DATE 11-10-67

EFFORT WILL BE UNDERTAKEN TO PREPARE AN ENGLISH-FOOCHOW DICTIONARY, CONSISTING OF 12,000 ENTRIES. THE FOOCHOW DIALECT IS ONE OF THE FIVE MAJOR DIALECTS OF THE CHINESE LANGUAGE, WITH OVER TEN MILLION SPEAKERS. THE BASIC RESEARCH NECESSARY FOR THE PROPOSED DICTIONARY HAS ALREADY BEEN COMPLETED. (LP)

EP 010 405 24

PREDICTION OF COLLEGE PERFORMANCE AND PERSONALITY BASED ON ASSOCIATION RATING OF ALL POSSIBLE SETS OF TERMS IN A COURSE OF INSTRUCTION.
INVESTIGATOR- HILDUM, DONALD C.
MICHIGAN STATE UNIV., OAKLAND UNIV., ROCHESTER
BUREAU NUMBER BR-7-E-012 PROP DATE 17 AUG 66
GRANT OEG-3-7-070012-1636

DESCRIPTORS- *LINGUISTIC PATTERNS, *PERFORMANCE FACTORS, *PERSONALITY ASSESSMENT, *PREDICTIVE MEASUREMENT, *STRUCTURAL ANALYSIS, ACADEMIC PERFORMANCE, COGNITIVE PROCESSES, COLLEGE STUDENTS, FACTOR ANALYSIS, INDIVIDUAL DIFFERENCES, MICHIGAN, ROCHESTER, SEMANTICS,

START DATE 01-01-67 END DATE 09-15-67

FACTOR ANALYSIS OR OTHER APPROPRIATE DESCRIPTIVE OR ANALYTIC METHODS WILL BE USED TO EXPLORE THE RELATION BETWEEN ASSOCIATION MEASURES AND THE SEMANTIC STRUCTURES OF INDIVIDUALS. BOTH INFORMAL INVESTIGATIONS (PERSONAL INTERVIEWS) AND FORMAL INVESTIGATIONS (TESTS) WILL BE USED. EVALUATION OF THE FINDINGS WILL CENTER ON THE QUESTION OF WHETHER THE ASSOCIATION MATRIXES YIELD DISTINCTIVE INFORMATION AND PREDICTABILITY ABOUT INDIVIDUAL COGNITIVE STYLE AND CONTENT. (PM)

EP 010 406 08

ENTRY AND JOB CHANGING IN A LARGE METROPOLITAN LABOR MARKET AREA.
INVESTIGATOR- ULMAN, LLOYD
UNIVERSITY OF CALIFORNIA, BERKELEY CAMPUS
BUREAU NUMBER BR-5-0176 PROP DATE 19 NOV 65
GRANT OEG-4-6-050176-0495

DESCRIPTORS- *EMPLOYMENT OPPORTUNITIES, *EMPLOYMENT PATTERNS, *EMPLOYMENT TRENDS, *LABOR DEMANDS, *LABOR FORCE, BERKELEY, CALIFORNIA, EMPLOYMENT PROGRAMS, LABOR MARKET, SAN FRANCISCO,

START DATE 02-07-66 END DATE 01-31-71

THIS PROJECT WILL HAVE TWO MAJOR OBJECTIVES. THE FIRST AND CENTRAL PURPOSE WILL BE TO ANALYZE THE PROCESS OF ADJUSTMENT OF LABOR DEMANDS AND LABOR SUPPLIES IN THE SAN FRANCISCO BAY AREA. HOW EFFECTIVE HAVE THESE PROCESSES OF ADJUSTMENT BEEN, AND WHAT CHANGES, IF ANY, IN LABOR MARKET AND EDUCATIONAL PRACTICES OR INSTITUTIONS MIGHT YIELD MORE EFFECTIVE ADJUSTMENT AND REDUCE INDUSTRIAL DISLOCATION, SOCIAL DISORGANIZATION, AND PERSONAL MALADJUSTMENT. THE SECOND MAJOR OBJECTIVE WILL BE TO ANALYZE CHANGES IN LABOR DEMAND AND SUPPLY, CURRENT AND PROJECTED, TO DETERMINE THEIR IMPACT ON EDUCATIONAL REQUIREMENTS AND EMPLOYMENT OPPORTUNITIES BY AGE, EDUCATION, RACE, AND OCCUPATION. (LP)

EP 010 407 08

A THEORETICAL AND EMPIRICAL ANALYSIS OF VOCATIONAL PREPARATION IN JAPAN.
INVESTIGATOR- BOWMAN, MARY J.
UNIVERSITY OF CHICAGO
BUREAU NUMBER BR-5-1325 PROP DATE 30 AUG 65
GRANT OE6-3-8-000537-0744

DESCRIPTORS- *ECONOMIC RESEARCH, *EDUCATIONAL POLICY, *GOVERNMENT ROLE, *LABOR MARKET, *VOCATIONAL EDUCATION, ADULT EDUCATION PROGRAMS, CHICAGO, CULTURAL DIFFERENCES, CULTURAL ENVIRONMENT, ILLINOIS, INDUSTRIALIZATION, JAPAN, JOB SKILLS, SCHOOL-COMMUNITY PROGRAMS, TRAINING,

START DATE 09-01-66 END DATE 08-30-67

THE OBJECTIVES OF THIS STUDY ARE (1) TO STUDY THE EFFECTS OF DIVERSE LABOR MARKET INSTITUTIONAL PATTERNS AND CHANGES IN EDUCATIONAL COMPOSITION OF THE LABOR FORCE ON THE ECONOMICS OF PRIVATE DECISIONS TO INVEST IN EDUCATION AND TRAINING, WHETHER ON THE PART OF INDIVIDUALS OR OF EMPLOYERS, AND (2) TO EXTEND THE THEORETICAL BASE OF SUCH ANALYSIS AND TO ILLUMINATE COMPONENT ELEMENTS IN DIVERSE JAPANESE PATTERNS THAT MIGHT BE MEANINGFUL IN A CREATIVE AND ADAPTIVE FORMULATION OF TAX, LABOR, AND EDUCATIONAL POLICIES TO MEET PROBLEMS WITH RESPECT TO VOCATIONAL SCHOOLING, ADULT RETRAINING, AND SKILL UTILIZATION IN THE UNITED STATES. REGRESSION AND RATE-OF-RETURN ANALYSES WILL BE THE CHIEF STATISTICAL AND MATHEMATICAL MANIPULATIONS PERFORMED IN AN ECONOMIC ANALYSIS OF EXTENSIVE JAPANESE INCOME AND EDUCATIONAL DATA. (JM)

EP 010 408 08

ERD 332 PROJECT TRY.
INVESTIGATOR- SHARAR, PAUL
TRAINING RESOURCES FOR YOUTH INC., BROOKLYN, N. Y.
BUREAU NUMBER BR-5-1312 PROP DATE MAR 66
CONTRACT OEC-1-6-002224-2224

DESCRIPTORS- *DEMONSTRATION CENTERS, *DISADVANTAGED YOUTH, *ECONOMICALLY DISADVANTAGED, *VOCATIONAL COUNSELING, *VOCATIONAL INTERESTS, ATTITUDES, BASIC SKILLS, BROOKLYN, CHANGING ATTITUDES, COUNSELING, DEMONSTRATION PROGRAMS, DEMONSTRATIONS (EDUCATIONAL), MALE, NEW YORK, VOCATIONAL EDUCATION, VOCATIONAL HIGH SCHOOL,

START DATE 06-30-66 END DATE 09-30-67

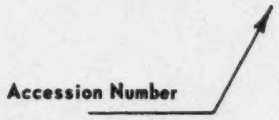
THIS PROJECT IS TO CONDUCT A DEMONSTRATION TRAINING CENTER FOR OUT-OF-SCHOOL, OUT-OF-WORK, OR UNDER-EMPLOYED MALE YOUTH OF AGE 17-21. THE BASIC GOALS OF THE PROJECT ARE TWOFOLD--(1) TO PROVIDE A COMPREHENSIVE EDUCATIONAL ENVIRONMENT IN WHICH YOUTH FROM THE "CULTURE OF POVERTY" CAN LEARN THE NECESSARY VOCATIONAL, PERSONAL, AND SOCIAL SKILLS WHICH ARE ESSENTIAL FOR LIVING EFFECTIVELY IN THE CULTURE OF ACHIEVEMENT, AND (2) TO DEVELOP SOUND METHODS AND TECHNIQUES FOR PRODUCING POSITIVE CHANGES IN THE ATTITUDES AND BEHAVIORS OF DEPRIVED YOUTH, INCLUDING NEW APPROACHES TO COUNSELING, MORE APPROPRIATE TESTS, A NEW LIFE SKILLS EDUCATION CURRICULUM, A COMPREHENSIVE APPROACH TO VOCATIONAL TRAINING, MORE EFFECTIVE EVALUATION AND RESEARCH METHODS, INTENSIVE RECRUITMENT AND PLACEMENT PROCEDURES, AND NEW ROLES FOR PROFESSIONALS AND SUBPROFESSIONALS. (LP)

INSTITUTION INDEX

This index lists the titles of projects under the institution responsible for them. The index is arranged in alphabetical sequence by the name of the university, agency, association, etc. As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the project can be found under that number in the resume section.

PENNSYLVANIA STATE UNIV.

OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN, A STUDY OF THE
BR-6-1234 , EP 000 000



RHODES, ALBERT L.
PARENTAL EXPECTATIONS ON EDUCATIONAL PLANS FOR WHITE AND NONWHITE PUPILS.,THE EFFECTS OF
BR-6-1790 EP 010 364

ROSLER, PAUL V.
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BR-7-0257 EP 010 401

SCHWARTZ, JULIA B.
INCREASING THE AWARENESS OF ART IDEAS OF HEAD START CHILDREN THROUGH EXPERIENCES WITH CERAMICS.
BR-6-8647 EP 010 383

SEBEOK, THOMAS A.
PREPARATION OF VOLUME VI OF "CURRENT TRENDS IN LINGUISTICS"--"LINGUISTICS IN SOUTHWEST ASIA AND NORTH AFRICA.",THE
BR-6-1987 EP 010 365

SHARAR, PAUL
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BR-5-1312 EP 010 408

SWENSON, JOHN H.
SCIENTIFIC SECRETARY TRAINING PROGRAM DEVELOPMENT.
BR-5-0188 EP 010 348

SWENSON, RODNEY
FREQUENCY COUNT OF CONTEMPORARY GERMAN VOCABULARY BASED ON THREE CURRENT LEADING NEWSPAPERS.,A
BR-6-8838 EP 010 388

TAYLOR, MYRA J.
EFFECTIVENESS OF THE INITIAL TEACHING ALPHABET WITH THREE-, FOUR-, AND FIVE-YEAR-OLD DEAF AND HARD-OF-HEARING CHILDREN.,A STUDY OF THE
BR-6-1169 EP 010 356

TAYLOR, ROBERT
CONTINUATION OF THE CENTER FOR RESEARCH AND LEADERSHIP DEVELOPMENT IN VOCATIONAL AND TECHNICAL EDUCATION.
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BR-5-0176 EP 010 408

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WILDS, PRESTON L.
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WILLIAMS, FRANK E.
PILOT SHORT-TERM WORKSHOPS ON TRAINING ENTIRE STAFFS OF SELECTED ELEMENTARY SCHOOLS ON THE EFFECTIVE UTILIZATION AND ADAPTATION OF NEW INSTRUCTIONAL MEDIA FOR DEVELOPING CREATIVITY.
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WOLFF, JOSEPH L.
CERTAIN VISUAL DISCRIMINATIONS OF PRESCHOOL AND SCHOOL-AGE CHILDREN.,AN INVESTIGATION OF
BR-6-8934 EP 010 391

WOOD, NANCY E.
VISUAL PSYCHOPHYSICS OF SCHOOL-AGED CHILDREN WITH LANGUAGE LEARNING PROBLEMS.
BR-6-2088 EP 010 368

BARRY, W.F.
BRAIN WAVES AND HUMAN INTELLIGENCE.
BR-6-1345 EP 010 359

BINKLEY, HAROLD
DEMONSTRATION CENTER AT REIDLAND HIGH SCHOOL FOR TRAINING YOUTH IN NONFARM AGRICULTURAL OCCUPATIONS.
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BLEDSOE, JOSEPH C.
BETWEEN SELECTED CHARACTERISTICS AND PERFORMANCE OF PROVISIONALLY AND PROFESSIONALLY CERTIFIED BEGINNING TEACHERS IN GEORGIA.,COMPARISON
BR-5-1029 EP 010 350

BORNUTH, JOHN R.
READABILITY ANALYSES.,DEVELOPMENT OF
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BOWMAN, MARY J.
EMPIRICAL ANALYSIS OF VOCATIONAL PREPARATION IN JAPAN.,A THEORETICAL AND
BR-5-1325 EP 010 407

BRILL, RICHARD C.
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BRUCE, MATTHEW H.
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CHOATE, ROBERT
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CLARK, GARY M.
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COHEN, DAVID B.
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CRIST, ROBERT L.
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DAVIS, ALVA L.
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DELATTRE, PIERRE
PHONETIC CHARACTERISTICS OF LANGUAGE.,THE GENERAL
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DUBOIS, PHILIP
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DYKSTRA, ROBERT
CONTINUATION OF A COORDINATING CENTER FOR FIRST-GRADE READING STUDIES.
BR-6-1651 EP 010 361

EBEY, GEORGE W.
ECONOMIC EDUCATION IN CALIFORNIA JUNIOR COLLEGES--AN EXPLORATORY STUDY.
BR-6-8368 EP 010 381

FARGO, GEORGE
VARIABLES IN THE TEACHING OF SPECIFIED OBJECTIVES TO MENTALLY RETARDED STUDENTS.,AN INVESTIGATION OF SELECTED
BR-6-2523 EP 010 372

FISCHER, EDWARD H.
VERBAL REINFORCEMENT ON INTELLECTIVE TASK PERFORMANCE AS A FUNCTION OF SELF-ESTEEM AND TASK-INVOLVEMENT.,EFFECTS OF
BR-6-8291 EP 010 379

FLIZAK, CHRISTOPHER W.
ORGANIZATIONAL STRUCTURE OF AN ELEMENTARY SCHOOL.,THE
BR-6-8762 EP 010 386

FRIEDMAN, NATHALIE S.
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BR-6-8967 EP 010 392

GARRISON, MORTIMER
PIAGETIAN CURRICULUM FOR EXCEPTIONAL CHILDREN.,DEVELOPMENT OF A
BR-6-8639 EP 010 382

GODFREY, ELEANOR P.
VOCATIONAL PROGRAMS IN THE PUBLIC SCHOOLS--THE ROLE OF THE TEACHER.
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GOLDBERG, LEWIS R.
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BR-6-1693 EP 010 362

GROTELUESCHEN, ARDEN D.
DIFFERENTIALLY STRUCTURED INTRODUCTORY LEARNING MATERIALS AND LEARNING TASKS.
BR-6-2447 EP 010 371

HANSON, GRACE H.
RELATIONSHIP BETWEEN AUDIOLOGIC STATUS, LINGUISTIC SKILLS, VISUAL-MOTOR PERCEPTION AND ACADEMIC ACHIEVEMENT OF DEAF CHILDREN.
BR-6-2353 EP 010 369

HEWETT, FRANK M.
DEMONSTRATION AND EVALUATION OF AN ENGINEERED CLASSROOM DESIGN FOR EMOTIONALLY DISTURBED CHILDREN IN THE PUBLIC SCHOOL.
BR-6-2893 EP 010 375

HEWGILL, MURRAY A.
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HILDUN, DONALD C.
PREDICTION OF COLLEGE PERFORMANCE AND PERSONALITY BASED ON ASSOCIATION RATING OF ALL POSSIBLE SETS OF TERMS IN A COURSE OF INSTRUCTION.
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HODGE, CARLETON T.
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ORGANIZATIONAL INTERACTION BETWEEN AN EVENING COLLEGE AND ITS PARENT INSTITUTION.,A STUDY IN
BR-6-8725 EP 010 385

KAUFMAN, JACOB
COMPARATIVE COSTS AND BENEFITS OF VOCATIONAL VERSUS ACADEMIC (HIGH SCHOOL) EDUCATION.
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TRAINING AND PROFICIENCY IN PUBLIC SPEAKING ON THE DIMENSIONALITY OF SPEECH EVALUATION.,THE EFFECTS OF
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MCCANDLESS, BOYD R.
DIAGNOSTICALLY BASED CURRICULUM FOR PRESCHOOL PSYCHO-SOCIALLY DEPRIVED CHILDREN.,THE DEVELOPMENT AND EVALUATION OF A
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MEIER, ROBERT C.
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BR-5-8414 EP 010 352

MERSON, THOMAS B.
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BR-6-8368 EP 010 381

MORRISON, E.J.
CURRICULUM FOR THE NEW QUINCY (MASSACHUSETTS) VOCATIONAL-TECHNICAL SCHOOL.,DEVELOPMENT AND EVALUATION OF AN EXPERIMENTAL
BR-5-0009 EP 010 344

NAYLOR, NAOMI L.
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BR-5-0165 EP 010 347

NELSON, CALVIN C.
PLANNING PROJECT TO STUDY THE FEASIBILITY OF COMPUTER PRODUCTION OF BRAILLE MATERIALS FOR PUBLIC SCHOOL BLIND CHILDREN.,A
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NOBER, E. HARRIS
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O'CONNOR, CHARLES
EDUCATIONAL LABORATORY THEATRE FOR THE SECONDARY SCHOOL CHILDREN OF RHODE ISLAND.
BR-7-0600 EP 010 403

PICKETT, JAMES M.
FREQUENCY TRANSPOSITION FOR HEARING AIDS.,RESEARCH ON
BR-7-0070 EP 010 395

PORTER, M.R.
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BR-6-1025 EP 010 354

REISMAN, ARNOLD
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OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN, A STUDY OF THE

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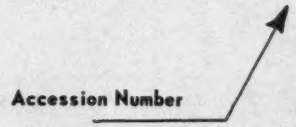

AMERICAN EDUCATIONAL RESEARCH ASSN., WASH., D. C.

AERA RESEARCH TRAINING PRESESSIONS.
BR-7-0857 EP 010 401

AMERICAN INSTITUTES FOR RES. IN BEHAVIORAL SCIENCES

AMERICAN INSTITUTES FOR RES. IN BEHAVIORAL SCIENCES PITTSBURGH, PA.

CURRICULUM FOR THE NEW QUINCY (MASSACHUSETTS) VOCATIONAL-TECHNICAL SCHOOL., DEVELOPMENT AND EVALUATION OF AN EXPERIMENTAL
BR-5-0009 EP 010 344

BUREAU OF SOCIAL SCIENCE RESEARCH INC., WASH. D. C.

VOCATIONAL PROGRAMS IN THE PUBLIC SCHOOLS--THE ROLE OF THE TEACHER.
BR-5-0140 EP 010 346

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CALIFORNIA JUNIOR COLL. ASSN., MODESTO

ECONOMIC EDUCATION IN CALIFORNIA JUNIOR COLLEGES--AN EXPLORATORY STUDY.
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COMPTON CITY SCHOOLS, CALIF.

EFFECTIVENESS OF THE INITIAL TEACHING ALPHABET WITH THREE-, FOUR-, AND FIVE-YEAR-OLD DEAF AND HARD-OF-HEARING CHILDREN., A STUDY OF THE
BR-6-1169 EP 010 356

RIVERSIDE COUNTY DEPT. OF EDUCATION, CALIF.

PILOT PROGRAM WITH SERIOUSLY DISTURBED DEAF CHILDREN - PHASE I.
BR-6-2422 EP 010 370

SAN FRANCISCO STATE COLL.

ENGLISH-FOOCHOW STUDENT DICTIONARY.
BR-7-8012 EP 010 404

UNIVERSITY OF CALIFORNIA, BERKELEY CAMPUS

ENTRY AND JOB CHANGING IN A LARGE METROPOLITAN LABOR MARKET AREA.
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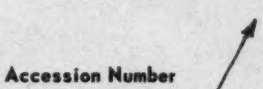

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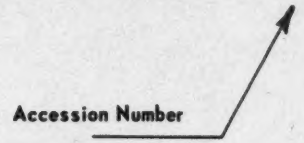

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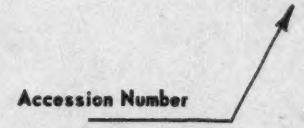

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